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ABSTRACT

The resource guide provides migrant educators with activities to implement the National Migrant Education Oral Language Skills List, serving as both a starting point for developing oral language and as a model for the kinds of activities compatible with the stated purpose and rationale used to develop the Skills List. All listening and speaking activities are designed to develop effective communications skills in a variety of educational and social situations. Since it is impossible to predict what kinds of resources are available in individual school districts, the guide stresses the idea that oral language is found everywhere, all day, in and out of school. Activities are suggested for the following areas: (1) listening comprehension, including oral directions, recall (main-idea, sequence, and relevant details), and relationships (cause/effect, comparison/contrast and inference); (2) critical listening, presenting evaluation of propaganda techniques, fact, opinion, and fantasy; (3) personal listening, involving self-selected creative listening to records, tapes, television, and storytelling; (4) oral expression, covering functional communication (describing, discussing, reporting, retelling, and giving directions) and creative communication (self-expression, storytelling, and retelling for entertainment); and (5) vocabulary development of basic parts of speech as well as categories, synonyms, antonyms, multiple-meaning words, and figurative language. (NEC)

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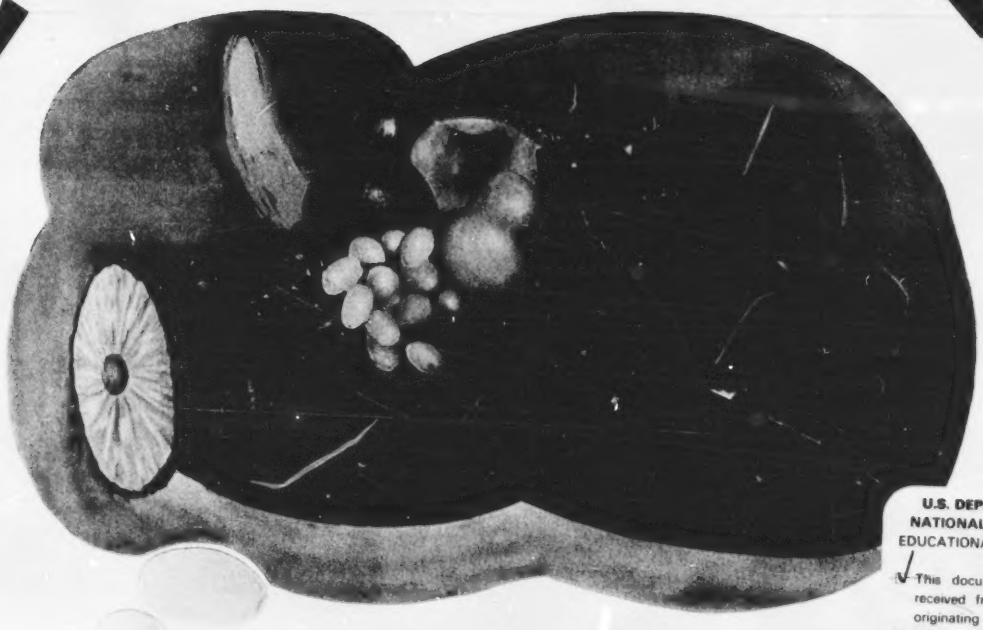
# ORAL LANGUAGE ALL DAY



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# A RESOURCE GUIDE

## for effective communication

RC 012959

NATIONAL MIGRANT EDUCATION PROGRAM
Developed by
The Oral Language Skills Committee
and
Oral Language Taskforce

# ORAL LANGUAGE ALL DAY

# A RESOURCE GUIDE

## for effective communication

NATIONAL MIGRANT EDUCATION PROGRAM
Developed by
The Oral Language Skills Committee
and
Oral Language Taskforce

*The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.*

# ORAL LANGUAGE ALL DAY

(A Resource Guide for Effective Communication)

5

November, 1980

**Oral Language All Day (A Resource Guide for Effective Communication)** was developed by the Oral Language Skills Taskforce under the supervision of the Oral Language Skills Committee. Participating members of the Committee and Taskforce are, by state:

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# ORAL LANGUAGE ALL DAY
## TABLE OF CONTENTS


Purpose . . . . . 4

Basic Assumptions . . . . . 5

Planning Oral Language Program . . . . . 5

Using **Oral Language All Day** . . . . . 5

Teaching Resources . . . . . 7

Professional Resources . . . . . 8

| AREA | | TOPICS | | |
|---|---|---|---|---|
| | **LISTENING** | | | |
| 02 | LISTENING COMPREHENSION . . . . . | | | 11 |
| | | 10 | Oral Directions . . . . . | 12 |
| | | 20 | Recall . . . . . | 15 |
| | | 30 | Relationships . . . . . | 18 |
| 12 | CRITICAL LISTENING . . . . . | | | 21 |
| | | 10 | Evaluation . . . . . | 22 |
| 22 | PERSONAL LISTENING . . . . . | | | 25 |
| | | 10 | Self-Selected Creative Listening . . | 27 |
| | **SPEAKING** | | | |
| 32 | ORAL EXPRESSION . . . . . | | | 31 |
| | | 10 | Functional Communication . . . . . | 32 |
| | | 20 | Creative Communication . . . . . | 43 |
| 42 | VOCABULARY DEVELOPMENT . . . . . | | | 47 |
| | | 10 | Basic . . . . . | 48 |
| | | 20 | Expanded . . . . . | 64 |

## PURPOSE

The purpose of Oral Language All Day (A Resource Guide for Effective Communication) is to provide migrant educators with activities to implement the National Migrant Education Oral Language Skills List. In addition, the activities contained in this guide are certainly not an exhaustive list and should serve as both a starting point for developing oral language and as models for the kinds of activities which are compatible with the stated purpose and rationale used to develop the Oral Language Skills List.

Let's take a moment to review the purpose and development of the Oral Language Skills List very briefly. Some common questions asked about the Skills List are:

**Why was the Oral Language Skills List developed?**

The Oral Language Skills List was developed to aid teachers of migrant students in providing instruction in oral communication skills. With migrant students it is often difficult to provide this type of instruction because of movement among schools during the school year. Thus, the list will serve as an observational transmittal record of individual progress in oral language development **and** furnish some guidelines for teachers to use as they plan instruction, regardless of how long students may be in any particular school. The advantage of such a list seems obvious: furnishing migrant students with a coordinated plan of instruction in oral language.

**What is the goal of the Oral Language Skills List?**

The primary goal of the list is to improve the oral communication skills of migrant students. The list, therefore, functions as a collection of oral language skills which will enable teachers, paraprofessionals, administrators, and curriculum developers concerned with the education of migrant students to implement comprehensive, integrated programs of oral language instruction beginning with kindergarten.

**How did the Oral Language Skills Committee define the term 'oral language'?**

At its initial meeting the Oral Language Skills Committee defined 'oral language' to mean communicating through listening and speaking. From an instructional point of view, the definition seems quite sound. As Figure 1 indicates, listening is the earliest form of receiving ideas available to a child.

| | Primary | Secondary |
|---|---|---|
| EXPRESSING IDEAS ← | Listening | Reading |
| RECEIVING IDEAS → | Speaking | Writing |

Figure 1: Forms of Communication

Listening skills were divided into three areas: comprehension, critical, and personal listening skills. Speaking skills were divided into two areas: oral expression skills and vocabulary development.

Now that you have had a brief overview of the Oral Language Skills List, we can turn our attention to the resource book, **Oral Language All Day.** Let's anticipate some of your questions. . . .

**Why was the resource book, Oral Language All Day, developed?**

As the Skills List was under development, the Oral Language Committee and Taskforce became concerned that teachers might need examples of activities for each of the oral language skills. **Oral Language All Day** was prepared to offer migrant educators both sample activities and guidance in implementing the Skills List.

**What definition of oral language was used in developing the resource book?**

The definition of oral language used in **Oral Language All Day** is the same one used to develop the Oral Language Skills List: communicating through listening and speaking. The listening and speaking activities found in the resource book are designed to develop effective communication skills in a variety of educational and social situations. The basic assumptions recommended by the American Speech-Language-Hearing Association and the Speech Communication Association were followed during the development of **Oral Language All Day:**

**BASIC ASSUMPTIONS**

1. Oral communication behaviors of students can be improved through direct instruction.
2. Oral communication instruction emphasizes the interactive nature of speaking and listening.
3. Oral communication instruction addresses the everyday communication needs of students and includes emphasis on the classroom as a practical communication environment.
4. There is a wide range of communication competence among speakers of the same language. Communication competence is not dependent upon use of a particular form of language.
6. A primary goal of oral communication instruction is to increase the students' repertoire and use of effective speaking and listening behaviors.
7. Oral communication programs provide instruction based on a coordinated developmental continuum of skills, pre-school through adult.
8. Oral communication skills can be enhanced by using parent supportive personnel, and appropriate instructional technology.

**How does Oral Language All Day help those educators concerned with planning oral language programs for migrant students?**

An effective communication program in oral language, of which the activities in the resource book are an important part, are based on the following characteristics of an effective communication program:

1. Oral language instruction must arise out of natural experiences students have in their culture, both at home and in school.
2. Instruction in oral language should be an integral part of each school day--planned, yet arising from natural experiences children have had.
3. Oral language instruction is systematically related to reading and writing instruction and to instruction in various content area subjects.
4. Areas related to the academic programs of schools should be considered as relevant to oral language instruction. Career and vocational education, nutrition and health education, and daily survival skills offer many natural experiences in oral language instruction and practice.

**Specifically, how would someone use Oral Language All Day?**

The same coding system was used in developing the Oral Language Skills List and **Oral Language All Day.** For example, by referring to page 2 of the Skills List we see the following entry:

| | |
|---|---|
| AREAS: | 02 Listening Comprehension |
| TOPICS: | 10 Oral Directions |
| SUBTOPICS: | 020 Simple<br>040 Complex |

To locate activities to develop simple and complex oral directions in **Oral Language All Day,** simply turn to page 13 of the Resource Book and find an activity coded in the same manner.

AREA: 02 Listening Comprehension

| | | | |
|---|---|---|---|
| TOPIC: | 10 Oral Directions | RECOMMENDED GROUP SIZE: | Any size |
| SUBTOPIC: | 020 Simple | ACTIVITY LEVEL: | Basic |
| MATERIAL | None | | |

ACTIVITY: **Simon Says**

Give the students a series of one-step commands. Direct them only to follow a command preceded by **Simon Says.**

Examples:
1. Stand-up or Simon Says stand-up.
2. Sit down
3. Bend over or Simon Says bend over.
4. Lift your left leg.
5. Raise your right arm

**Are there any special terms which need explanation in order to use Oral Language All Day?**

Just a few. As you will note, the terms AREA, TOPIC, SUBTOPIC are borrowed from the Oral Language Skills List.

AREA: An Area is a collection of Skills under a particular discipline such as reading, math, oral language, etc. Listening Comprehension, Critical Listening, Personal Listening, Oral Expression, and Vocabulary Development are the five major Areas.

TOPIC: A Topic is a collection of Skills in one or more Subtopics. Oral Direction, Recall, Relationships, Evaluation, Self-Selected Creative Listening, Functional Communication, Creative Communication, Basic, and Expanded are the major Topics.

SUBTOPIC: A Subtopic is a collection of closely related Skills. All items listed under each Topic will be referred to as Subtopics.

**A few terms used in Oral Language All Day need to be explained.**

RECOMMENDED GROUP SIZE: Refers to the number of students recommended for the activity. **Large group** means the entire class; **small group** would be approximately 2-8 students. **Individual** activities could be completed by a student working independently. These are rough guidelines and you will notice the use of the term **any size** on some activities. This indicates an activity which the teacher can adapt to most any instructional setting.

ACTIVITY LEVEL: Refers to the functional level of an activity. As with the Oral Language Skills List, no grade or age level is indicated. **Basic** level activites are for use with students who need to establish initial oral language skills. **Intermediate** level activities are for use with students who have basic oral language skills and need to extend their basic vocabulary in both quantity and quality. **Advanced** level activities are for use with students who have mastered intermediate oral language skills and need to refine these skills for use in a wide variety of settings. No matter what a student's initial ease or fluency in oral language, activities can be found in **Oral Language All Day** to further develop oral language skills.

MATERIAL: Refers to the resources needed to complete an activity. Since the activities in **Oral Language All Day** rely heavily on natural language occurring in the lives of students, both in and out of school, few materials are needed to complete activities.

**One final question relating to commercial materials. Does Oral Language All Day allow for their use in developing oral language skills?**

Since it is impossible to predict what kinds of resources are available in individual school districts, **Oral language All Day,** stresses the idea that oral language is found everywhere, all day, in and out of school. Since oral language is all around us, why not use it? We have provided, however, a list of some activity books which might be useful references for teachers. Along with a list of activity books, some professional readings have also been included for those who wish to explore oral language in-depth.

## TEACHING RESOURCES

The following sources contain activities which should be of use to teachers as they implement the Oral Language Skills List. Teachers will notice that many of the sources listed are not specifically "oral language books". Rather, the activities found in these sources foster growth in speaking and listening in natural, interesting contexts and avoid isolated, unnatural drill in oral language skills. Additional sources of activities not listed below due to space limitations include arts and crafts activity books. For older students, home economics and vocational education manuals, along with content area teachers' manuals (science, social studies, math) are rich in activities which help students develop oral language skills in natural settings.


Allen, R.V. & Allen, C. **Language Experience Activites.** Boston: Houghton-Mifflin, 1976. (Spiral).

Carlson, R.K. **Speaking Aids Through the Grades.** New York: Teachers College Press, 1975.

Davidson, T., Fountain, P.,Grogan, R., Short, V. & Steely, J. **The Learning Center Book: an integrated approach.** Santa Monica, CA. Goodyear Publishing Company, Inc., 1975.

**Good Apple Newspaper.** Good Apple, Box 299, Carthage, Ill 62321 (5 issues per year, creative teaching ideas).

Harnishfeger, L. **Basic Practice in Listening, Games and Activities.** Denver, CO: Love Publishing Company (80222), 1977.

Kaplan, P.G., Crawford, S.K., Nelson, S.L. **NICE: Nifty Innovations for Creative Expression.** Denver, CO: Love Publishing Company (80222), 1977.

Maid, Amy (Series Author). **Communication As A Second Language.** Mandala Press, P.O. Box 796, Amherst, MA 01002. The following titles are relevant to oral language development. "Ideas" (59 pages), "Air Waves and Beyond" (51 pages), "Mass Communication" (60 pages).

Moffett, J. and Wagner, B.J. **Student-Centered Language Arts and Reading, K-13.** (Second Edition). Boston: Houghton-Mifflin, 1976.

Raskin, B. (Ed.) **The Whole Learning Catalog.** Palo Alto, CA. Education Today Co., 1976.

Schaff, J. **The Language Arts Idea Book.** Santa Monica, CA: Goodyear Publishing Company, 1975.

## PROFESSIONAL RESOURCES

The following list contains suggested readings for those educators who want to further explore the teaching of oral language. It is not an exhaustive list, but one which should give the reader much valuable background information.


Fisher, C.J., Terry, C.A. **Children's Language and the Language Arts.** New York: McGraw-Hill, 1977. (See chapters 4, 5, 7, 8, 9)

Groff, P. "Critic's Corner: Oral Language and Reading." **The Reading World,** October, 1977, pp. 71-78.

**Language Arts** (Journal of the National Council of Teachers of English) has published many articles for teachers on oral language development over the past several years.

**May, 1977** issue (Vol. 54, No. 5) "Information Assessment of the Bilingual Child" by Celia Genishi and Richard Chambers.

"A Practical Approach to Analyzing Children's Talk in the Classroom" by Margaret E. Brown.

**January, 1978** issue (Vol. 55, No. 1) "Beginning Reading: Theory and Practice" by M.J. Adams, R.C. Anderson, and D. Durkin.

**March, 1978** issue (Vol. 55, No. 3) "Teaching' Oral Language" by Carole Edelsky.

"The Work of Joan Tough: A Case Study in Applied Linguistics" by Robert E. Shafer.

**September, 1979** issue (Vol. 56, No. 6) "Social Context: An Essential for Learning" by Nancy Platt.

"TV as a Tool to Improve Basic Communication Skills" by D.S. Stickler and B. Farr.

"Designing a Talk Environment for the Classrooms" by Marvin Klein.

**February, 1980** issue (Vol. 57, No. 2) "What Children Know About Language: Three Examples" by Charles Read.

**September, 1980** issue "Evaluating Speaking and Listening Assessment instruments: Which One is Best For You?" by P. Backlund, K. Brown, J. Gurry and F. Jandt.

Moffett, J., Wagner, B.J. **Student-Centered Language Arts and Reading, K-13.** (Second edition). Boston: Houghton Mifflin, 1976. (See chapters 4, 5, 6, 12, 15).

Pilon, A.B. **Teaching Language Arts Creatively in the Elementary Grades.** New York; John Wiley and Sons, 1978. (See chapters 3, 4, 6)

Rubin, D. **Teaching Elementary Language Arts.** (Second Edition). New York: Holt, Rinehart and Winston, 1980. (See chapters 1, 5, 6, 18, 19).

# LISTENING

# 02 LISTENING COMPREHENSION

10 Oral Directions

20 Recall

30 Relationships

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## 10 ORAL DIRECTIONS

020 Simple: One Step

040 Complex: Two or More Steps

15

**02 Listening Comprehension**
**10 Oral Direction**
**020 Simple**

## Simon Says

Any size
Basic

Give the students a series of one step commands. Direct them only to follow a command preceded by **Simon Says.**

Examples:
1. Stand-up (or Simon Says Stand-up)
2. Sit Down
3. Bend over (or Simon Says Bend over)
4. Lift your left leg
5. Raise your right arm

**02 Listening Comprehension**
**10 Oral Directions**
**020 Simple**

## Locating Places

Small group, Intermediate
Maps of states (any state), map of USA

Direct a student to locate a city or other point on a map. For example, "John, find Miami; Maria, find the capitol of Arizona."

Expand the activity by moving from familiar to unknown points. Be certain to use a variety of points, such as mountains, rivers, lakes, and swamps.

**02 Listening Comprehension**
**10 Oral Directions**
**020 Simple**

## Places to Find

Small group, Advanced
Maps of countries, world map, globe

Select a student to locate a country or other point on a map. For example:

"John, find France".
"Maria, find the Andes."

Expand by using a variety of points such as:
Continents
Oceans
Islands
Glaciers
Deserts

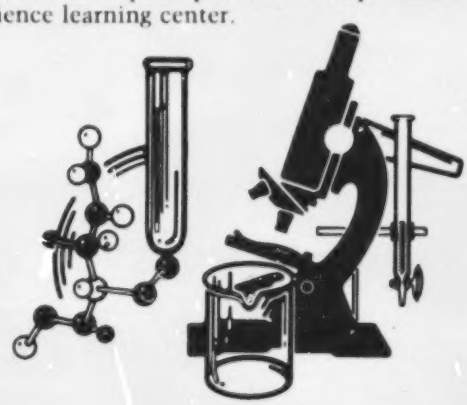
**02 Listening Comprehension**
**10 Oral Directions**
**040 Complex**

## Doing an Experiment

Individual, Small group, Advanced
Directions for science experiment; materials to complete the experiment, tape recorder (optional)

Read the directions for a science experiment to the student(s). The student(s) should follow the oral direction. Keep the number of directions at a minimum of three (3) to begin, then increase as student(s) become successful.

HINT: The teacher could record the directions and include the tape as part of an independent science learning center.



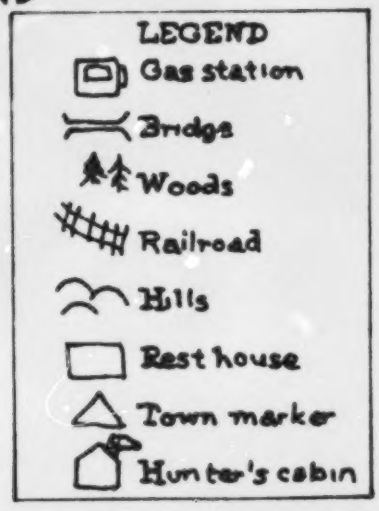
**02 Listening Comprehension**
**10 Oral Directions**
**040 Complex**

## Learning to Play a Game

Individual and Small group, Any Level
Games, tape recorder (optional)

Give oral directions to one student for playing a game.

HINT: The teacher could record the directions and include the tape as part of an independent game center.




**02 Listening Comprehension**
**10 Oral Directions**
**040 Complex**

## Copy Cat

Any size
Basic

Give verbal directions and demonstrate two or more actions for students to perform. For example:

(1) (2)
Clap your hands and stomp your feet.
(1) (2) (3)
Tap your pencil, touch your nose and moo like a cow.

Begin with two-step commands and gradually increase the number of steps.

HINT: Musical accompaniment will enhance this activity.

**02 Listening Comprehension**
**10 Oral Directions**
**040 Complex**

## Path Finder

Small group, Intermediate
Simple maps and written directions to be read

Give each student a map of the school, local building, park, local neighborhood, shopping center or mall. Select one student to be the "leader." Have the leader face the students participating in the activity and give directions to reach a selected point known only to the leader.

Each student follows the directions by drawing a part on his/her map. Develop directions in advance and include a common beginning point and the most direct path to a selected location. Use terms such as left and right, North, South, East, and West, one or two blocks, first and third, last house/room.

HINT: Excellent sources for maps are Chambers of Commerce and State Commerce Department Tourist and Convention Bureau.

## 20 RECALL

060 Main Idea

080 Sequence

100 Relevant Details

**02 Listening Comprehension**
**20 Recall**
**060 Main Idea**

## What Kind of Day Will It Be?

Small, Large group, Basic
Pictures of various weather conditions (e.g., sunny day, fog, sleet, snow)

Read one-sentence weather forcasts orally to the students. After each sentence, have student find pictures which best illustrate the kind of day it will be. For example:

Teacher: "It will be partly cloudy with a high of 85."

Teacher: "Sunny and colder; snow developing in the late afternoon."

**02 Listening Comprehension**
**20 Recall**
**060 Main Idea**

## Pick the Point

Small group, Basic
Tape (recorded story)

Have the students listen to a description of a scene in a nursery rhyme or a short story. Ask the students to draw pictures which illustrate what they heard. The pictures should be looked at collectively and the students should arrange them in a logical sequence.

**02 Listening Comprehension**
**20 Recall**
**060 Main Idea**

## Weather Forecast

Any Size, Intermediate
Taped weather forecast, tape recorder, list of weather conditions

Play a taped long-range weather forecast. Have students identify weather conditions by placing a 1,2, and 3 for first, second, and third day conditions.

List:

| | | |
|---|---|---|
| ___ Sunny | ___ Windy | ___ Cloudy and rain |
| ___ Partly Cloudy | ___ Hot | ___ Clear |
| ___ Rain | ___ Fog | |
| ___ Cold | ___ Snow | |

HINT: Use local weather terms.

**02 Listening Comprehension**
**20 Recall**
**060 Main Idea**

## In the News

Any Size, Advanced
Tape recorder, taped story

Record a newspaper story and then have students listen and write a headline to fit the story. Discuss and compare the headlines in small groups. Later have individual students review stories and direct the small group activity.

HINT: Vary the type of story so students become familiar with all parts of the newspaper.

**02 Listening Comprehension**
**20 Recall**
**080 Sequence**

## Sounds We Hear

Any Size, Basic
Tape recorder, sound tape with accompanying pictures

Have the students listen to a sequence of sounds on a tape. Then give the pictures to the students. Have them arrange the pictures in sequence according to sounds heard. Begin with three sounds and increase number of sounds as students perform the task successfully. For example:

Sounds: Phone ringing, door slamming, horn blowing

Pictures: Phone, door, car

HINT: Include emergency sounds such as sirens, fire alarms, whistles, tornado alerts.

**02 Listening Comprehension**
**20 Recall**
**080 Sequence**

## Life Story

Small group, Intermediate
Tape recorder, story tape (biography)

Prepare and tape record a short biographical sketch on someone the students are studying. (e.g., George Washington Carver, Thomas Edison, Ponce de Leon). Have students listen to the tape and briefly list five or more events in order presented on the tape.

HINT: Individually or in small groups students can prepare a sketch, tape record it and present it to other students.

**02 Listening Comprehension**
**20 Recall**
**080 Sequence**

## How It Happened

Any size, Advanced
Films with clearly defined sequence of events

Tell students they will be asked to accurately recall the sequence of events from a film. Immediately following the film, have students list the events depicted in the film in proper sequence. Next, discuss the sequence of events with the students.

HINT: Use films in the area of citizenship education with topics such as:

Becoming a citizen
How a bill becomes a law (state/federal)
Courtroom procedure
How a president is elected

**02 Listening Comprehension**
**20 Recall**
**100 Relevant Details**

## Was It In The Story?

Small group, Basic
Simple paragraphs that call for specific recall

Read a paragraph to the students which contains specific details such as names, objects, time or places. Ask the students questions which require them to recall these details. For example, after reading a paragraph on a trip to the zoo, ask questions about the kinds of animals found in the zoo.

HINT: Ask the librarian for help in selecting student magazines for samples of paragraphs.

**02 Listening Comprehension**
**20 Recall**
**100 Relevant Details**

## Behind the Headline

Any size, Intermediate/Advanced
Access to radio or T.V.

Present two or three current news headlines at the beginning of the day or class period. Have students work individually or in small groups to collect relevant details from T.V. or radio broadcasts during the day or class period. Have class discussion after information is collected and encourage class discussion.

HINT: The radio and T.V. can be located in an independent learning center.

## 30 RELATIONSHIPS

120 Cause/Effect

140 Comparison/Contrast

160 Inference

21

**02 Listening Comprehension**
**30 Relationships**
**120 Cause/Effect**

## Think About It!

Any size, Any level
Books appropriate to age level of students

Read a story to the students and ask them to complete statements similar to the ones given in the examples:

BASIC
**Where the Wild Things Are** by Maurice Sendak

1. The boy was sent to his room because _____.
2. The animals liked Max because _____.
3. Max was hungry because _____.

INTERMEDIATE:
**How to Eat Fried Worms** by Thomas Rockwell

1. When you boil a worm it _____.
2. Slop enough mustard on a boiled worm because _____.
3. I'd eat a worm for $100 because _____.

ADVANCED:
**Julie of the Wolves** by Jean Craighead George

1. Wolves prey at night because _____.
2. Julie could not remember her mother very well because _____.
3. The earth trembled as the caribou passed because _____.

**02 Listening Comprehension**
**30 Relationships**
**140 Comparison/Contrast**

## Animated Animals

Any size, Basic
Storybooks: **The Three Bears** and **Three Billy Goats Gruff**

Read and discuss both stories. Have the students tell the ways in which the stories are alike.

1. 3 animals
2. size of animals
3. voices of animals

Have the students tell the ways in which the stories are different.

1. one occurs in a house
2. one occurs at a bridge
3. story ending

HINT: Vary the activity level by selecting books at intermediate and advanced levels. Ask the community or school librarian for titles on each level.

**02 Listening Comprehension**
**30 Relationships**
**140 Comparison/Contrast**

## Here and There

Any size, Any level

Have two students describe features about their last school. Encourage them to describe features such as:

1. Playground
2. Schoolroom
3. Music
4. Physical Education Equipment
5. Climate
6. Food
7. Building materials
8. Instructional materials
9. Location (Rural/Urban)

Conduct a group discussion which points out the similarities and differences in the two schools.

1. Cities
2. Parks
3. Streets
4. Shopping areas
5. States

HINT: Similarities and differences could be recorded on chalkboard or wall chart.

**02 Listening Comprehension**
**30 Relationships**
**160 Inference**

## What Do We Wear?

Any size, Any level
Tape recorder, taped weather forecast, pictures of clothing

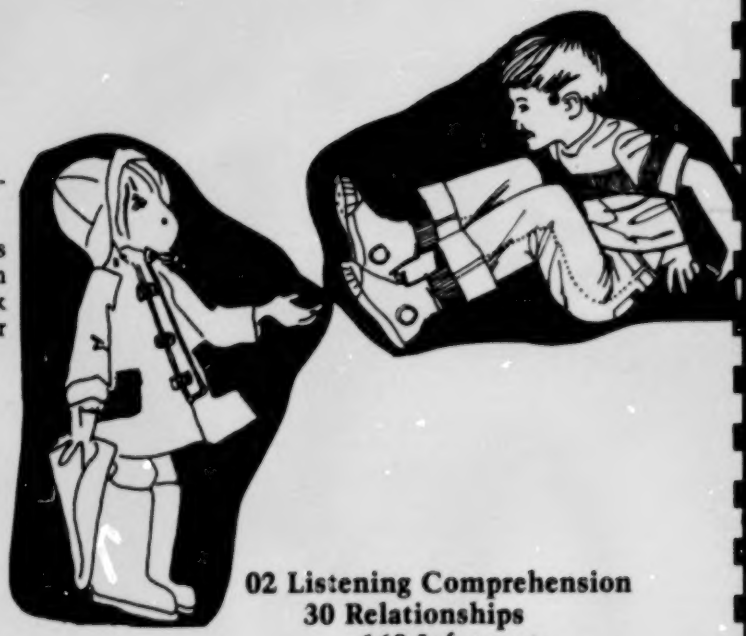
Play a taped weather forecast. Have the students select a picture of clothing appropriate for each weather condition predicted. Have students talk about health care experiences related to weather conditions. Examples of pictures:

1. Coat
2. Boots
3. Bathing Suit
4. Sweater
5. Rain Coat
6. Umbrella
7. Play Clothes
8. Shorts
9. Long Pants
10. Mittens

Have students investigate school rules related to clothing. Interview principal and nurse to learn about reasons for wearing proper clothing at school.

Have older students talk about social customs related to proper clothing. Formal functions require special clothing and fast food restaurants allow any style.

HINT: Teachers and/or students can prepare their own weather forecasts. Substitute records, songs, poems about weather for taped weather forecasts at the Basic Level.



**02 Listening Comprehension**
**30 Relationships**
**160 Inference**

## The Law Says

Any size, Advanced
New laws

Read a new law (city, county, state or federal) to the students that will be of interest to them. Follow the reading with a group discussion about the effect of the law on their lives.

Additional activities could be developed on Supreme Court Decisions.

# 12 CRITICAL LISTENING

10 Evaluation

# 10 EVALUATION

180 Propaganda Techniques

200 Fact/Opinion/Fantasy

**12 Critical Listening**
**10 Evaluation**
**180 Propaganda Techniques**

## Would You Buy This?

Any size, Intermediate/Advanced
Tape recorder, taped radio and T.V. Commercials

Define **testimonials** and have the students listen to examples on tape. Critically evaluate and examine each example. Next, ask the students to listen for testimonials on radio and T.V. and bring them to class. For example:

1. Wolfman Jack for Oxy Scrub
2. Bruce Jenner for Wheaties
3. Mean Joe Green for Coca Cola

HINT: Stereotyping and band wagon techniques can be used in place of testimonials.

**12 Critical Listening**
**10 Evaluation**
**200 Fact/Opinion/ Fantasy**

## Do You Believe?

Small/Large group, Any level
Collection of Superstitions

Read a list of superstitions to a group of students. For example:

"Friday the 13th is unlucky."
"Don't open an umbrella in the house."
"Don't walk under a ladder."
"Make a wish, when you blow out the candles on a birthday cake."

Ask students questions for each superstition.

Is this statement true?
What does it mean to you?
How do you think it got started?

Have students interview people of different age groups to collect different superstitions. These can be shared with the entire group.

Read a list of superstitious "cures" (for colds, hiccups) and ask the students if they work.

**12 Critical Listening**
**10 Evaluation**
**200 Fact/Opinion/ Fantasy**

## Get Your Facts Straight

Large/Small groups, Advanced
Letters to the editor from newspapers/ magazines

Select two letters to the editor, each expressing different view points on the same issue. Read the letters to the students. Make a copy of the letters available to the students. Help the students compile a list identifying which parts of the letters are **fact** and which are **opinions.** Finally, have the students discuss how the letters differ in their opinions.

HINT: Letters selected should relate to topics the students have been discussing in class. Once the students have worked through the teacher-selected letters, they can be assigned to select letters on other topics for class discussion.

# 22 PERSONAL LISTENING

## 10 Self-Selected Creative Listening

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## 22 PERSONAL LISTENING

**Special Note:** The activities presented in the next section of **Oral Language All Day** ask students to select one or more personal listening activities. Before initiating these activities, the teacher will need to develop a learning center in the classroom where students may select their own activities. Students then assume responsibility for using the learning center during free time. A small center with a few good activities is recommended. A few suggestions for starting a learning center are:

1. Start slowly in developing a center.
2. Make all directions for activities clear and concise.
3. Present directions orally to the entire class.
4. Demonstrate activities **before** students are allowed to work independently.
5. Have available all materials for students to complete an activity.
6. Keep teacher involvement to a minimum.
7. Require students to keep their own records of activities completed.
8. Encourage and remind students in a positive manner throughout the week.

28

## 10-SELF-SELECTED CREATIVE LISTENING

220 Records/Tapes

240 Television

260 Storytelling Time

**22 Personal Listening**
**10 Self-Selected Creative Listening**
**260 Records, Tapes**

## Let's Take a Music Break

Individual, Intermediate/Advanced
Headsets, record player, tape recorder, records, copy of weekly top pop charts

Allow the students one visit to the Music Break Center during their free time. Students select what they want to hear, listen to it, and before leaving the Center, put a check on the chart by their selection.

At the end of the week, the selection with the most votes is the class number one hit.

**22 Personal Listening**
**10 Self-Selected Creative Listening**
**240 Television**

## TV Picks of the Day

Any size, Intermediate/Advanced
TV audio, TV section from newspaper, TV guide

Have a daily volunteer committee of students review TV guides and prepare a suggested program list for that evening. At the end of the day ask the committee to suggest TV programs for students who have the time to view TV.

The next morning have the same committee poll the class and get an evaluation of the previous days selection (3-5 minutes). Form a new committee each day.

**22 Personal Listening**
**10 Self-Selected Creative Listening**
**260 Story Telling Time**

## Story Time

Any size, Basic
A selection of storybooks.

Ask for a volunteer to select a story he/she would like to hear. Tell the story or portion of a story to the students **everyday.**

# SPEAKING

# 32-ORAL EXPRESSION

10 Functional Communication

20 Creative Communication

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## 10 FUNCTIONAL COMMUNICATION

280 Describing

300 Discussing

320 Reporting

340 Retelling

360 Giving Directions

**32 Oral Expression**
**10 Functional Communication**
**280 Describing**

## What's Different?

Any Size, Basic
5 to 8 small objects such as a pencil, crayon, ball, hat, mittens.

Display 5 to 8 small objects on a table. Allow students to view them. Have students close their eyes while an object is added or one is removed. Ask various students to describe the added or removed objects according to color, size, shape, texture, function, aesthetic appeal.

**32 Oral Expression**
**10 Functional Communication**
**280 Describing**

## Who Is It?

Any size, Intermediate

Have students observe their best friend for a day and make mental notes about physical appearance, personality, interests and attire. Call on students to orally describe their friends according to the above criteria and allow the class to guess the identity of the persons being described.

**32 Oral Expression**
**10 Functional Communication**
**280 Describing**

## Who's Who?

Any size
Advanced

Ask students to choose and describe a newsworthy person, such as an athlete, rock star, TV performer or political personality according to accomplishments.

Vary the activity by having the students who describe the newsworthy person keep the name a secret and ask the class to guess the identity.

**32 Oral Expression**
**10 Functional Communication**
**280 Describing**

## A Happening

Any size, Basic

Ask students to describe: last Christmas, Dad's birthday, Mother's Day, a visit to Grandma's farm, sister's graduation, an outstanding report card.

**32 Oral Expression**
**10 Functional Communication**
**280 Describing**

## A Selected Place

Any size, Intermediate
File of pictures of selected places.

Allow students to describe a selected spot using a picture. Have them tell why the choice was made.

HINT: Use scenic postcards students have collected to start a discussion.

**32 Oral Expression**
**10 Functional Communication**
**280 Describing**

## How It Happened

Any Size, Advanced

Ask students to describe the highlights of scoring plays,defensive teamwork, offensive actions, base stealing, fielding actions or home runs of a favorite team.

**32 Oral Expression**
**10 Functional Communication**
**280 Describing**

## Whose Is It?

Any size, Basic
Mittens, boots, hats, sweater, toys

Hold up a mitten, boot, hat, sweater or toy for the class to see. Say "Whose hat is this?" After a student identifies the "found" object, repeat by saying, "This is _____'s hat."

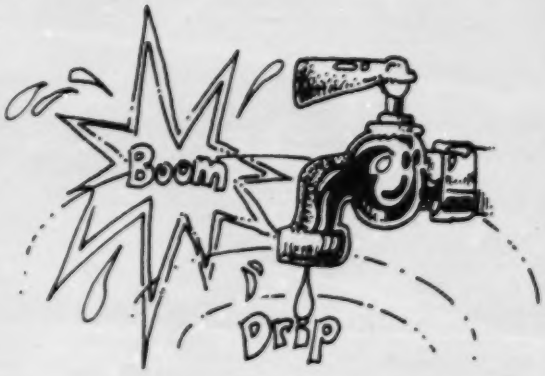


**32 Oral Expression**
**10 Functional Communication**
**280 Describing**

## A Pile of Sounds

Any size, Basic
Picture cards of sounds

Prepare several picture cards with sounds such as swish, sh, ch, zoom, r-r-r, boom drip-drip, wham written on them. Place them in a pile. Ask students to pick the top card from the pile and make a sound to go with the picture. Encourage students to give other examples of where the sound is heard. After numerous sounds have been discussed, help the students compare and contrast these sounds for volume, tone, duration, pleasant or unpleasant qualities.




Develop a picture display of sounds around us using pictures the students bring to school.

| Geographical Location | Population | Climate | Entertainment | Friends | Aesthetic Properties |
|---|---|---|---|---|---|
| | | | | | |

**32 Oral Expression**
**10 Functional Communication**
**280 Describing**

## Similarities and Differences

Any size, Intermediate

Ask students to compare and contrast their town with a town they visited using the chart below. Have them make comparisons according to the population, climate, geographical location, entertainment, schools, friends or aesthetic properties. Students can list likenesses in black and differences in red.

**32 Oral Expression**
**10 Functional Communication**
**280 Describing**

## Feelings

Any size, Advanced

Have students compare and contrast how they feel before taking an examination with how they feel after the test is over.

Use other situations that carry strong feelings with them, such as getting a zit (pimple), getting a driver's license, entering a new school.

**32 Oral Expression**
**10 Functional Communication**
**300 Discussing**

## Meeting a Friend

Large/Small group, Basic
Shopping carts

Choose two students to be "friends", "strangers", "acquaintances". Have students role-play bumping into their "friend" in the grocery store or meeting their friend in an elevator. Let them talk for one or two minutes. Children who are watching could be planning what they are going to talk about when they meet.

**32 Oral Expression**
**10 Functional Communication**
**300 Discussing**

## You Are What You Eat!

Small group,Intermediate

Divide students into small groups and ask them to record on paper the popular foods consumed in the past two (2) days. Have students construct an ideal, daily menu for breakfast, lunch, and dinner. Reassemble students in large group and have the small groups tell why they chose the foods they did.

HINT: Show students where their choices fall into the four(4) basic food groups.

**32 Oral Expression**
**10 Functional Communication**
**300 Discussing**

## The World Around Us

Any size, Advanced
Resource books, films, pamphlets

Ask students to discuss solar energy and its direct benefit to mankind. Students will have to gather information from a variety of sources such as interviews, resource books, films and pamphlets. Help the students prepare a short position paper to share with other students, parents, the school or the local newspaper.

Choose other topics which are controversial such as chemical waste disposal or air, noise, water pollution.

**32 Oral Expression**
**10 Functional Communication**
**300 Discussing**

## Convincing Us

Small group,Intermediate
Favorite toy

Select two students from the class. Have one assume the role of a parent. Have the other assume the role of a child. Ask the child to convince the parent that another toy is needed. Next, divide the class into pairs and role-play the same situation. Continue the role-playing by changing the situation. Use situations relevant to students' lives such as convincing a friend to lend you his/her brand new toy overnight.

Extend the activity to the Intermediate level by dividing the class into small groups and having one student convince the group to buy a certain product, join a club, or belong to a team.

**32 Oral Expression**
**10 Functional Communication**
**300 Discussing**

## The Big Debate

Small group, Advanced

Divide the students into Team A, Team B and Audience (Team A being pro, Team B being con) to debate buying junk food in the school cafeteria. After each team's presentation give the audience a chance to ask questions.

HINT: The issue under debate could vary according to the interest of students.

**32 Oral Expression**
**10 Functional Communication**
**300 Discussing**

## Getting the Facts

Any size, Basic
Santa (outfit), policeman or astronaut

Select a small panel of class members. Have them interview Santa Claus, an astronaut or a policeman. Have students follow interview guidelines on a wall chart. Guidelines could be taped for younger students.

**Interview guidelines**

1. Prepare the questions
2. Decide who will ask the questions
3. Interview the person
   a. Ask one question at a time
   b. Listen to the speaker
4. Record the answers
5. Share the information

HINT: A parent could dress in Santa's attire.

**32 Oral Expression**
**10 Functional Communication**
**300 Discussing**

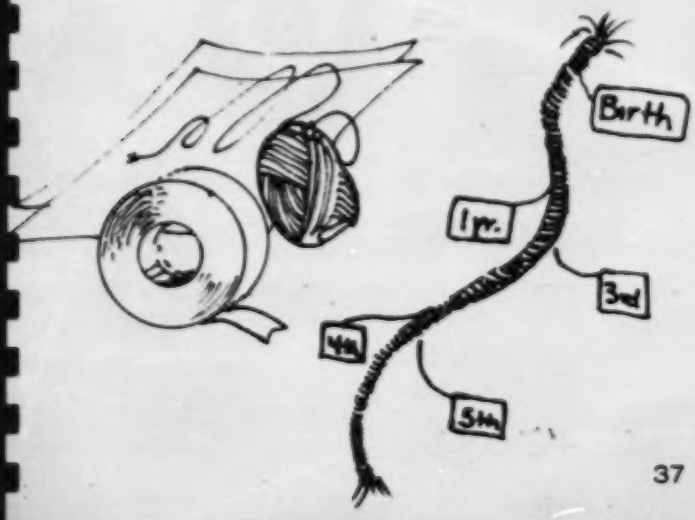
## Facing the Issue

Any size, Advanced

Ask students to interview:

the superintendent of schools in regard to mileage
a legislator in regard to the draft
a judge in regard to drug violations
a doctor in regard to cancer causing agents

Have students report their findings to the class.






**32 Oral Expression**
**10 Functional Communication**
**300 Discussing**

## Learning About Others

Any size, Intermediate

Ask students to pretend they are newspaper reporters. Encourage them to interview someone (a classmate, a principal, a teacher, a parent, a friend or a classmate) they know well about the following topics:

Hometown
Interests as a child
Interests as an adult
Happy or sad moments
Places visited
Profession

**32 Oral Expression**
**10 Functional Commnication**
**320 Reporting**

## Beginning, Middle, End

Any size, Basic
Sequential pictures (large size)

Have sequential pictures available. Ask for a volunteer. Direct the volunteer to place the pictures in proper order along the chalk ledge. Ask for other volunteers to tell the story using the appropriate sequence. Encourage the listening audience to think of alternative ways to arrange pictures, perhaps with a different ending.

**32 Oral Expression**
**10 Functional Commnication**
**320 Reporting**

## My Life

Any size, Intermediate
Paper, string and scotch tape

Have students construct their own time-line. Have the students begin with their birth and end with their present grade in school. Encourage the students to discuss their time-line with other class members.

**32 Oral Expression**
**10 Functional Communication**
**320 Reporting**

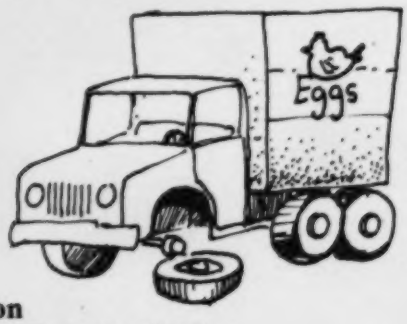
## Tying Sequence to Content

Any size, Advanced

Tie sequence to content area subjects. For example:
Science - use an experiment which requires an exact sequence
Math - use problem solving requiring step by step operation
Home Economics - utilize recipes which must be followed carefully for good results
or
assemble a garment which requires following a pattern of instructions

Shop - weld a pipe or construct a cabinet- - both of which require following sequential procedures
Art - weave a basket according to a specific pattern or construct a pot on the potter's wheel--both require an exact sequence
Social Studies - Construct a time-line on the Civil War stressing
precipitating events
the first encounter
the long devastation
the climax
the aftermath
the recovery

HINT: The teacher could divide the students into small groups.Have students report their findings to the group or class.




**32 Oral Expression**
**10 Functional Communication**
**320 Reporting**

## How Did It Happen?

Any size, Basic
A broken toy, object

Encourage students to discuss a classroom incident where a toy or object was broken or has a missing part. Have the students explain why the toy was broken or why the part is missing.

**32 Oral Expression**
**10 Functional Communication**
**320 Reporting**

## What Caused It?

Small group, Intermediate
Newspaper clippings containing noteworthy events.

Divide the class into small groups. Distribute a clipping to each group. Ask a group leader to read the article aloud. Have the students discuss what caused the incident to happen. Ask another student to record the causes. Have students share the articles and causes with the entire class.

**32 Oral Expression**
**10 Functional Communication**
**320 Reporting**

## Issues and Answers

Any size, Advanced

Have students report, once a week, on the causes of current issues. For example:

What causes gasoline prices to increase?
Why do some people want to reinstate the draft?

Instruct students to collect information from any source such as radio, TV, magazines, newspapers, other students, parents, neighbors.

**32 Oral Expression**
**10 Functional Communication**
**320 Reporting**

## How Does It End

Any size, Basic
Story

Read an open ended story to the class. Allow students to finish the story.

HINT: Ask librarian to help select age appropriate literature.

**32 Oral Expression**
**10 Functional Communication**
**320 Reporting**

## Anticipating the Ending

Any size, Intermediate
Movie, projector, screen

Show a movie to the class. Turn the projector off before the climax. Have students anticipate the ending.

Show the entire movie to the class. Allow the students to discuss other possible endings.

**32 Oral Expression**
**10 Functional Communication**
**320 Reporting**

## Solutions

Small group, Advanced
3 x 5 cards prepared with problem topics

Prepare a series of 3 x 5 cards with a problem situation written on each card. Divide the class into small groups and distribute the same problem card to each group. Allow students to work out possible solutions to each situation. Have the groups report their solutions to the entire class.

Suggested topics: Your dearest friend is contemplating suicide.
You are caught stealing a pack of cigarettes from a store.
You hit a child while joyriding with the family car.
Your friend turns your homework in as his own.

**32 Oral Expression**
**10 Functional Communication**
**340 Retelling**

## What Was Said

Any size, All levels

Ask the bus driver to discuss the bus rules with your class. Have students repeat exactly what they heard.

To expand this activity include other people, such as:

Nurse - hygiene
first aid
CPR
Police - bike safety
drug education

**32 Oral Expression**
**10 Functional Communication**
**340 Retelling**

## What Did You Hear?

Any size, All levels
Chart paper (optional)

Give **exact** fire drill directions to students. Have students repeat exactly what was told to them. For older students the teacher could construct an experience chart for display listing the rules.

To expand, include areas such as playground safety, lunchroom safety.

HINT: State all rules positively. Example: When the firebell rings **walk** out of the nearest entrance.

**32 Oral Language**
**10 Functional Communication**
**340 Retelling**

## Tell Me the Story Again

Small group, Basic
Story, felt board, character

Read a story to the group. Encourage students to retell the story through dramatization or by placing cut-out or torn characters on a felt board.

HINT: Raise the level of this activity to Intermediate or Advanced by having students read high interest stories individually. Then, encourage them to retell the stories to the class without props.

**32 Oral Expression**
**10 Functional Communication**
**340 Retelling**

## Our Field Trip

Any size, Basic
Chart paper, magic marker

Take your students on a field trip. Have them retell their experiences. Organize their experiences on an experience chart. Allow individual students to retell the information utilizing the experience chart.

HINT: Field trips can include the school, school grounds, nearby environments.

**32 Oral Expression**
**10 Functional Communication**
**340 Retelling**

## You're On the Air

Small group, Intermediate/Advanced
TV newscast on video-tape or on an audio tape recorder

Tape record or video-tape a sportscast or newscast. Have a small group of students listen to the tape or view the video-tape in a listening center. Ask students to organize and briefly retell what was seen and heard.

HINT: It's more fun if you use a mock TV and a microphone.

**32 Oral Expression**
**10 Functional Communication**
**340 Retelling**

## Is It Accurate?

Individual, Basic

Encourage students to retell information accurately. For example:

Teacher: "John, what did the bus driver tell you about early dismissal today?"

John: "**He** said that **we** were to go out to the bus at 2:30 p.m."

Expand to other functional situations such as directions from the principal, nurse, librarian.

**32 Oral Expression**
**10 Functional Communication**
**340 Retelling**

## Eavesdropping

Large/Small group, Intermediate
Index of suggested conversation starters (teacher made)

Select four students from the class. Have two students carry on a conversation behind an enclosure. Have two other students repeat to the class accurately what they heard.

HINT: Use starters such as:

the most exciting part of a recent movie
what you and your friend like to do together
my lucky day
the most difficult thing I've ever done
my most embarrassing moment

**32 Oral Expression**
**10 Functional Communication**
**340 Retelling**

## What Went On At The Meeting

Large/Small group, Advanced

Ask for student volunteers to attend a meeting (such as those suggested below). Have them report to the class what was heard at the meeting.

HINT: Suggested meeting could be:

Parent Advisory Council
Student Council
Faculty Meeting
City Council Meeting
School Board

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**32 Oral Expression**
**10 Functional Communication**
**360 Giving Directions**

## Did You Find It?

Individual, Basic

Have a student tape record directions for finding a secret, hidden object in the classroom. Allow the student to select another student who then listens to the directions and tries to find the object.

Hide the object outside the classroom in another part of the school building, if feasible.

**32 Oral Expression**
**10 Functional Communication**
**360 Giving Directions**

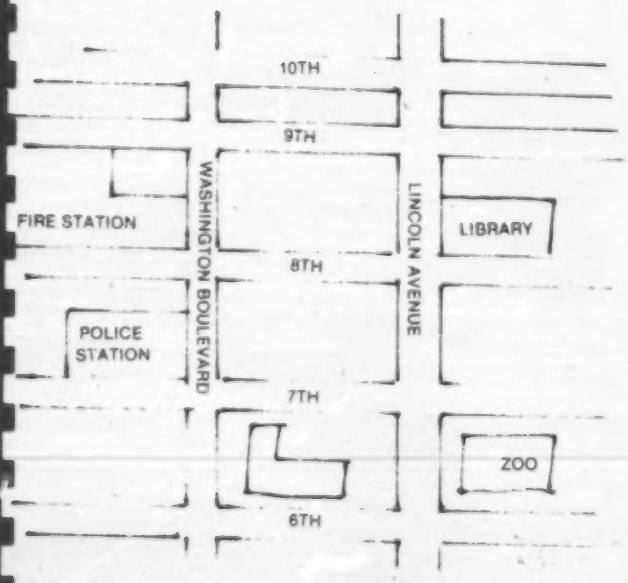
## Locate the Place

Any size, Intermediate
City map

Display a city map on the wall. Divide the students into pairs. Hve a student ask directions and another explain how to get to the desired destination from a starting point.

SUGGESTIONS:

| | |
|---|---|
| City Library | Police Station |
| Zoo | Shopping Center |
| Fire Station | Hospital |



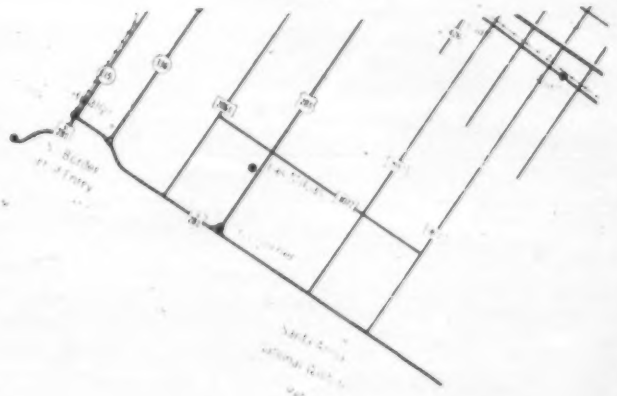
**32 Oral Expression**
**10 Functional Communication**
**360 Giving Directions**

## Locating with Maps

Small groups, Advanced
Road maps, atlas

Have each student choose a secret location on a map. Divide the class into small groups. Each student then gives oral directions for locating his/her secret place to the group. The group follows oral directions to the secret location.

HINT: Be certain students are familiar with using road maps.



**32 Oral Expression**
**10 Functional Communication**
**360 Giving Directions**

## How Do I Make It?

Small group, Basic
Jello, bowl, spoon, water, measuring cup, hot plate, pan

Demonstrate how to make jello. Make a pictorial chart depicting the various steps. Allow several students to tell how jello is made. Have them use the chart as a guide.

**32 Oral Expression**
**10 Functional Communication**
**360 Giving Directions**

## Make It and Eat It

Small group, Intermediate
Boxed ingredients, water, pizza pan, fork, measuring cup, bowl, oven

Have students explain the various steps involved in preparing pizza. Make a real pizza as part of the fun!

**32 Oral Expression**
**10 Functional Communication**
**360 Giving Directions**

## Make and Take

Large group, Advanced
Arts and crafts resource books

Ask a student to lead the class in how to make something such as a paper airplane, origami, torn paper art.

**32 Oral Expression**
**10 Functional Communication**
**360 Giving Directions**

## Learn How to Play Safely

Large group, Basic
Playground equipment

Ask for a volunteer student to explain how to use the following equipment safely.

Slide
Swings
See-saw
Merry-go-round

HINT: Each volunteer student could become a safety officer of the day to assist other students in using a particular piece of equipment safely.

**32 Oral Expression**
**10 Functional Communication**
**360 Giving Directions**

## Guess What It Is

Small group, Intermediate
Pairs of boxes of identical objects

Divide the students into pairs. Seat each pair at a table across from each other. Place a screen between the two students and give them each a box of identical items. Spread the items out in front of students and have one student describe to the other (who cannot be seen) which items are removed and returned to the box. The other student should have removed the same items.

Give each pair of students boxes of identical items. One student arranges items on the table and instructs the other on how to reproduce the same arrangement.

**32 Oral Expression**
**10 Functional Communication**
**360 Giving Directions**

## Emergency

Small group, Advanced

Encourage students to demonstrate and explain in a small group what to do in case of medical emergencies such as:

shock
severe bleeding
splinting a broken bone
nosebleed
choking on food
heat stroke
burns
epileptic seizure

HINT: Be certain students who volunteer have had adequate first-aid training or contact local Red Cross Chapter

## 20 CREATIVE COMMUNICATION

380 Self-Expression

400 Storytelling

420 Retelling for Entertainment

**32 Oral Expression**
**20 Creative Communication**
**380 Self-Expression**

## I Want

Individual, Basic

Ask a student to tell what he/she wants. Encourage full expression.
Modeling may be necessary, such as:

Teacher: "What do you want, John?"

Student: "I want a pencil."

HINT: If an English word is not known, supply it.

**32 Oral Expression**
**20 Creative Communication**
**380 Self-Expression**

## Three Wishes

Individual, Basic
Paper, crayons, magazines, catalogues

Ask students to draw or find and cut-out pictures to illustrate three wishes and share their wishes with the class.



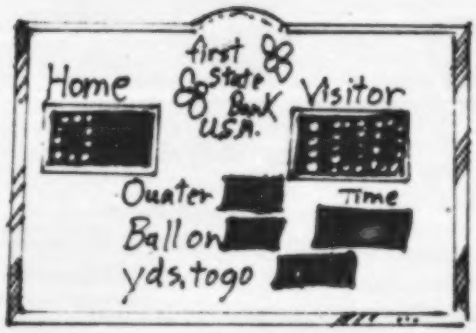
**32 Oral Expression**
**20 Creative Communication**
**380 Self-Expression**

## Feelings About a Special Place

Individual, Intermediate

Ask students to think of one place that is exceedingly "special" to them. Have them think of someone taking that "special" place away forever. Ask them how they could preserve that "special" spot and why they feel as they do.

An extension could include a language experience story or poetry such as haiku.




**32 Oral Expression**
**20 Creative Communication**
**380 Self-Expression**

## How Do You Feel?

Any size, Basic

Pretend that your school team won or lost a game. Have students discuss how it feels to be a winner or a loser. Ask the students to discuss why they feel as they do.

HINT: Encourage students to describe feelings of:

Depression
Stress
Anxiety
Loneliness
Anticipation
Humiliation
Defeat

**32 Oral Expression**
**20 Creative Communication**
**400 Storytelling**

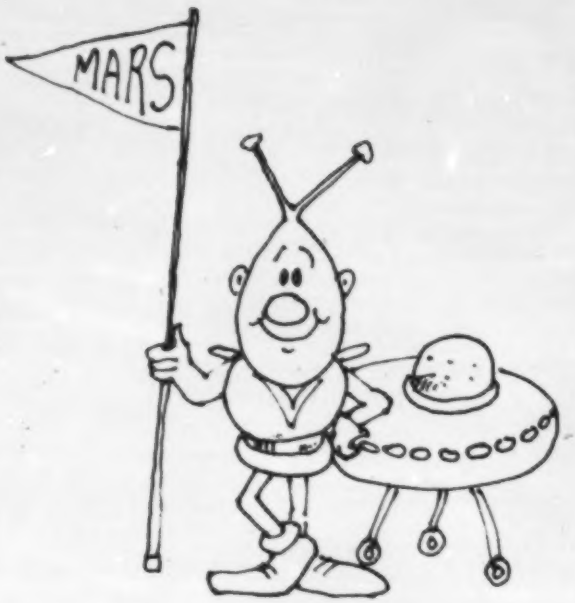
## Imagining

**Any size, Basic**

Arouse the imaginations of your students by asking them to describe how it feels to be "green" or "red" or "the sun" or "rain."

Extend by allowing students to:

1. Use tape recorder in listening center to record their story.
2. Make a chart story.
3. Illustrate the story
4. Combine writing and illustrations into a book to be placed in the library.




**32 Oral Expression**
**20 Creative Communication**
**400 Storytelling**

## Spin a Yarn

**Large group, Intermediate**
**Story starters**

Present your students with a story starter, such as "the day I woke up in the Star Wars TV studio," and have them spin a yarn.

Encourage students to write and illustrate the story. The story could also be tape recorded.

**32 Oral Expression**
**20 Creative Communication**
**420 Retelling for Entertaining**

## Comedy Hour

**Individual, Any level**
**Microphone, mock TV set, video tape (optional)**

Ask your students to retell funny jokes or incidents they heard on TV or radio to their classmates. Use microphone and mock TV set while sharing the joke with the class.

HINT: For older students, allow them to videotape their classmates.

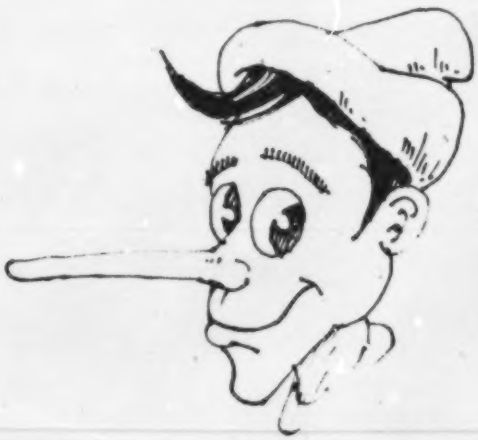
**32 Oral Expression**
**20 Creative Communication**
**400 Storytelling**

## Words Make Stories

**Individual, Advanced**

Elicit words from the students by free association for 30 seconds. Write them on the chalkboard. Ask each student to choose three (3) words from the list. Give the students three (3) minutes to develop an original story using three words. Have student volunteer to share their stories.

Extend the activity by writing and illustrating individual stories.



# 42 VOCABULARY DEVELOPMENT

10 Basic

20 Expanded

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# 10 BASIC

440 Nouns

460 Pronouns

480 Verbs

500 Adjectives

520 Adverbs

540 Prepositions

560 Conjunctions

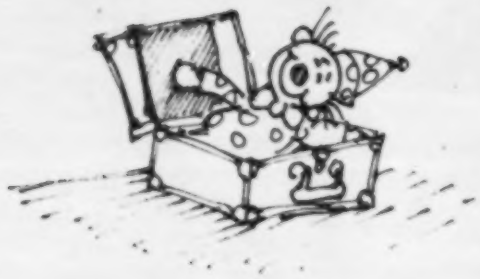
48

**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## Mystery of the Day

Any size, Basic
Small suitcase or tote bag, puppet or doll, various common objects

Bring a group mascot (a puppet, doll or stuffed animal) to school each day in a suitcase or tote bag and set beside the teacher's chair. See that the mascot has something new inside the suitcase each day which the students must identify. 1) Select one student to see the new object and give clues to the group until the object is identified. 2) Send one student from the room while the rest of the group is shown the object. Have the student return to the room and question the group until the object is identified. 3) Give each student the opportunity to touch the object while it is in the suitcase, offer a descriptive word and identify the object from touching it.



**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## Fun with Picture Cards

Any size, Intermediate
Magazines, scissors, paste, 3x5-inch cards, file boxes

Distribute materials to the students. Have the students find pictures of words they know or would like to know. Instruct the students to cut the pictures out, paste them on the 3x5 cards. Have each student develop a word picture collection and keep it in a box. Shuffle the cards together occasionally and make up simple identification games. For example:

- Put the cards in a pile face down. Each student (in pairs or small groups) turns over the top card. If the student can name the object pictured and use the word in a sentence, the card may be kept. The player with the most cards wins.

The written words can be added to the cards later on to assist in reading instruction. Student can also practice grouping the cards into various categories, explaining their determination of category and selection of items.

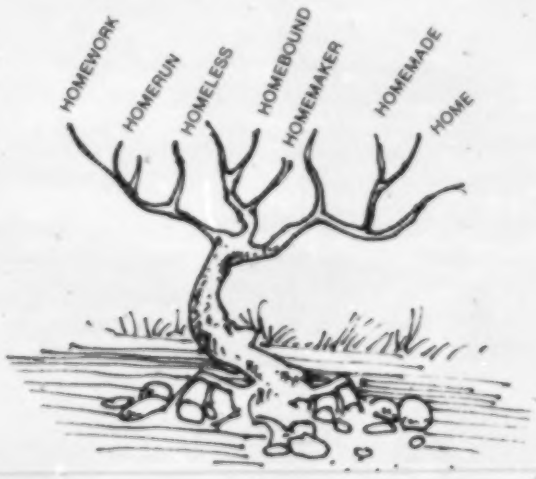
**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## Word Tree

Any size, Advanced
Large construction paper tree, fruit shapes

Place a tree on the wall or bulletin board. Provide a large space at the base of the tree for the root word. Place fruit (derivatives of root word) on the branches of the tree. Have students demonstrate knowledge of each derivative by using it orally in context.

HINT: Variations in stress pattern should be noted - hómework, homerún.






49

**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## Family Tree

Individual, Basic/Intermediate
Photos, drawing paper, crayons

Bring in a picture of your family and have students bring pictures of their immediate families. Identify family members and discuss relationships. Have students make a family tree showing members of their family.

This activity could be made more complex by including extended family relationships

HINT: Photos could be taken of the families during a school function.

If photos are not possible, have students draw pictures.

**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## Along the Trail

Small groups, Basic/Intermediate
U.S. map gameboard, markers, vocabulary cards

Draw an outline map of the U.S. on a large piece of tagboard and mark a trail across the map. Make or buy a small set of vocabulary picture cards that includes pictures of various geographic features, such as a desert, mountains, forests, ocean, farmland. Divide students into groups of 2 or 3 and give each one a marker. Explain that players progress along the trail by selecting a card from the set, identifying the picture and using the word in a sentence. (Mark each card with a point value of 1 to 3)

Include outlines of states on the map and have students identify the states they land in.

**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## Where Am I?

Large/Small group, Advanced

Play Twenty Questions as a review activity for identifying geographic places. Think of a place that the students should be familiar with and have them try to guess the identity by asking questions that can be answered with "yes" or "no".

Have students take turns thinking up the place.

**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## What Did You Buy?

Small group, Basic/Intermediate

Arrange the group in a circle, with the teacher serving as leader. Begin the activity by identifying the situation and naming an article of clothing. For example:

| | |
|---|---|
| Leader: | Yesterday I went to the store. |
| Student 1: | What did you buy? |
| Leader: | I bought a sweater. (Touching sweater she is wearing) |
| Student 1: | Yesterday I went to the store. |
| Student 2: | What did you buy? |
| Student 1: | I bought some shoes. (Touching shoes he is wearing) |

Continue the activity around the circle with each student naming an article of clothing or accessory he is wearing without repeating any mentioned before.

Use this activity to practice other categories, such as food, pets, classroom items.

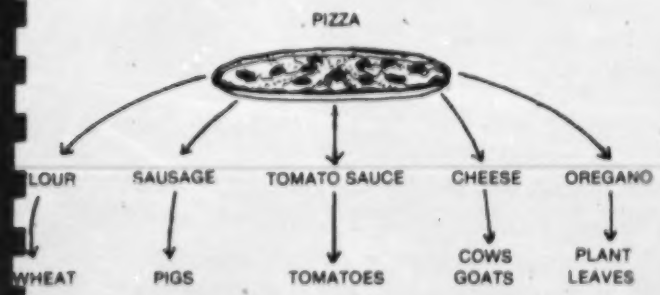
HINT: Note use of determiners: **A** sweater, **some** shoes, or **a pair of** shoes.

**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## What Goes in It?

Any size, Intermediate
Magazines, construction paper, scissors, paste or drawing paper and crayons

Draw a single food item such as a casserole or a pizza. Underneath the picture, break down this item into its ingredients. Research the source of each ingredient, and on the third line at the bottom of the chart draw or find a picture of the ingredient's source. Discuss each new vocabulary item. Break the group into small groups and give specific assignments.






**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

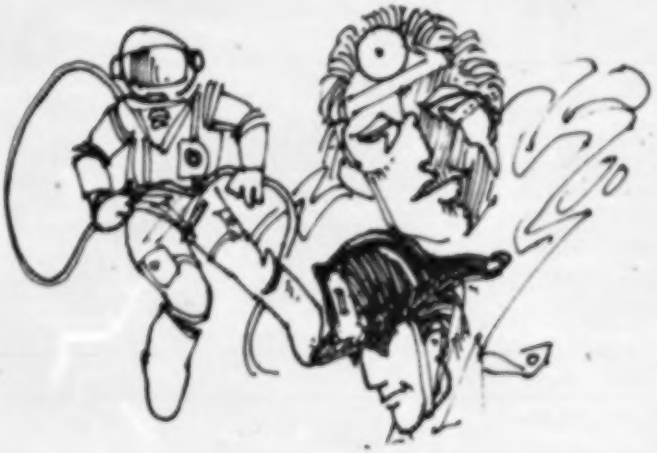
## Who Works Where?

Any size, Basic
Pictures showing people in various occupations

Have students identify the various occupations shown in the pictures, then classify them in several different ways. For example:

People who work indoors
People who work outdoors
People who are concerned with health
People who are concerned with safety
People who entertain

Ask students to explain their reasons for grouping certain occupations together.



**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## Who Would Use It?

Any size, Intermediate
Pictures of occupational equipment, places of employment

Display pictures of equipment and places and have students classify the pictures according to the occupation of the person who would use the equipment or the place. For example:

| | |
|---|---|
| Teacher: | Who uses the hose and ladder? |
| Student: | A fireman uses the hose and ladder. |
| Teacher: | Who works in a hospital? |
| Student: | A doctor works in a hospital. |

Have students make up riddles or guessing games to use with each other.

**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## Everything in its Place

Small group, Basic

Help the students to understand categories by encouraging them to think of places where specific actions take place. For example, ask students to identify all the places where they eat, the places where they have fun, places where they buy things to wear.

**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## Places

Small group, Intermediate
Collection of pictures showing various landscapes

Give a small group of students a collection of pictures showing various topographical and ecological features. Have them classify the pictures into certain environments, such as mountains, desert, tropical forest, northern plains, or urban areas. Encourage them to explain their category choice.

Have the group sort the pictures out according to what state (from a limited selection) they think each particular feature might be found in.

**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

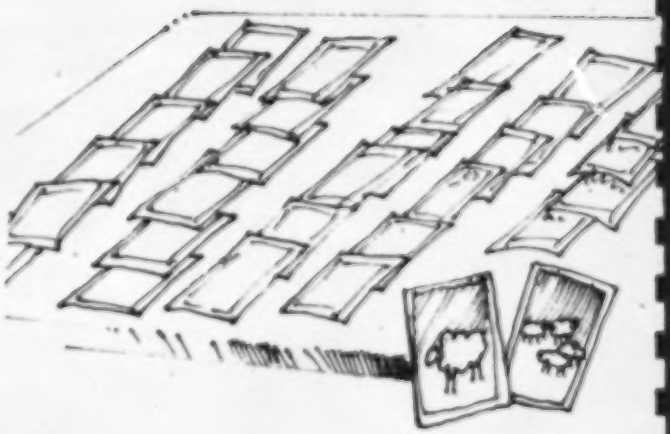
## Concentration

Small groups, Basic/Intermediate
Pack of 30 cards with 15 sets of nouns and their plurals

Make a set of 30 "concentration" game cards depicting 15 objects, once in the singular and once in the plural. (use only regular plurals initially, then irregular). Have students play the game, rotating turns.

Explain the rules as follows: Lay the cards out in 5 rows of 6 cards with picture side down. Each player turns up two cards. If they match (such as a picture of one sheep and a picture of several sheep), the player must identify the object of the pictures and give the plural form. If he is correct, he can keep the cards. If incorrect, the cards are turned face down again. The player with the most cards wins.

This game format can be used to practice synonyms, antonyms, compound words, picture-word correspondence.





52

**42 Vocabulary Development**
**10 Basic**
**440 Nouns**

## Can You Picture It?

Any size, Intermediate
Empty shoe boxes and index cards

Find an old shoe box for each student and provide them with a set of index cards. Have each student keep a file of vocabulary words adding new words daily and continually reviewing old ones. Write the vocabulary word to be learned on one side of the card and put a picture of the student's choosing on the reverse side to aid in recognition, if needed. Have students share their words by quizzing each other and using words in sentences. Whenever the word is used, be sure the plural form is given and used, too.

Cards could be sorted into various categories or serve as story stimulators.

**42 Vocabulary Development**
**10 Basic**
**460 Pronouns**

## Pronoun Practice

Any size, Basic/Intermediate
Several common objects which can be held in the hand

Give a small object to each of the following: one girl, one boy, a group of two or three, yourself. Have the students hold the objects in front of the class while the teacher questions the rest of the students to elicit the names of the objects along with the subject pronouns. For example:

| | |
|---|---|
| Teacher: | What does Raul have? |
| Student 1: | He has a pencil |
| Teacher: | What does Maria have? |
| Student 2: | She has a ball. |
| Teacher: | What do Victor and Amalia have? |
| Student 3: | They have some paper. |

Have one or two students close their eyes while an object is given to someone in the front of the class. Tell the students to open their eyes and question the rest of the class until the object is identified. For example:

| | |
|---|---|
| Student 1: | Does **he** have a pencil? |
| Class: | No, **he** doesn't. |

HINT: This is also good practice for question formation and short answers, as well as contractions.

**42 Vocabulary Development**
**10 Basic**
**460 Pronouns**

## Pronoun Show & Tell

Small group, Basic/Intermediate
Several small common objects

Have the students sit in a circle. Give several small objects to one student to distribute to other members of the class while you close your eyes. Then ask the student to show you where each object is and tell you by using object pronouns. Rotate the turns among members of the group. For example:

| | |
|---|---|
| Teacher: | I gave the beanbag to **you.** Where is it now? |
| Student: | I gave **it** to **her.** (going to a student in the circle) |
| Teacher: | Where is the crayon? |
| Student: | I gave **it** to him. (indicating another student) |

HINT: Vary the activity so that all the object pronouns are used in a natural, communicative manner.

**42 Vocabulary Development**
**10 Basic**
**460 Pronouns**

## Who Owns It?

Small group, Basic
A number of small objects

Divide students into pairs and place together at tables. Have each student place an object that he/she owns on the table. Go to each pair of students and ask who owns each object. Encourage each student to indicate possession by using demonstrative pronouns and possessive forms. For example:

| | |
|---|---|
| Teacher: | Whose ball is this? |
| Student: | **This** is mine. (or my ball) |
| Teacher: | Whose is that? |
| Student: | **That's** his. (the other student's) |
| Teacher: | Tell me about these. |
| Student: | **These** are my crayons. (or mine) |
| Teacher: | And those? |
| Student: | **Those** are her pencils. (or hers) |

HINT: Lead children naturally - don't use technical language.

**42 Vocabulary Development**
**10 Basic**
**480 Verbs**

## Fun with Verbs

Any size, Basic/Intermediate
Action pictures of animals, common objects

Display an object, such as a ball. Have the group identify the object and then ask them, "What do you do with it?" Encourage the students to supply action phrases such as roll it, throw it, kick it, catch it, bounce it, hold it.

Display a picture of an animal, such as a dog. Have the group identify the animal as a dog and then ask, "What does it do?" Encourage the students to think of as many actions as possible that are appropriate to a dog, such as runs, walks, jumps, barks, hunts, sniffs, whines, fights, sleeps, eats, chases, wags its tail. Have them try the actions.

Ask "Is there something it doesn't do?" Response may include fly, talk, meow, bake a cake, read a book.

**42 Vocabulary Development**
**10 Basic**
**480 Verbs**

## Telling about the Past

Small group, Basic

Have the students sit in a circle. Call one student up to you and whisper directions for doing an action. After the action has been completed, ask another student what was done. Then ask the student who did the action what was done. For example:

| | |
|---|---|
| Teacher: | (whispering to student) Walk to the door. |
| | What did Sandy do? |
| Student: | He walk**ed** to the door. (or walk**ed** across the room) |
| Teacher: | (to Sandy) What did you do? |
| Student: | I walk**ed** to the door. |
| Teacher: | (whispering to student) Clap your hands. |
| | What did Lupe do? |
| Student: | She clapp**ed** her hands. |
| Teacher: | What did you do? |
| Student 1: | I clapp**ed** my hands. |

Have students take turns making up and doing their own actions while the rest of the group guesses what the action was.

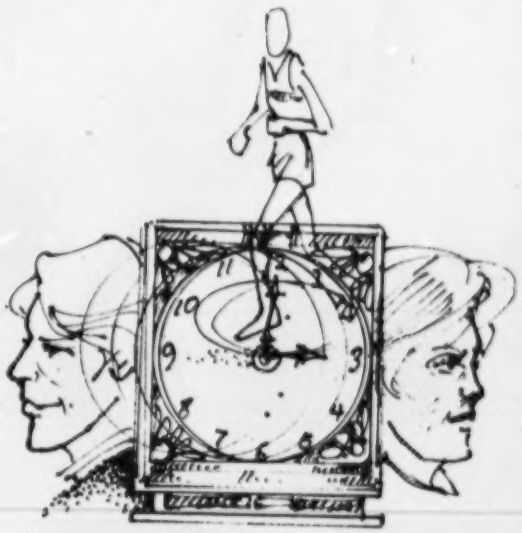
**42 Vocabulary Development**
**10 Basic**
**480 Verbs**

## Yesterday's Activities

Small group, Intermediate
Clock with movable hands

Have students sit in a circle. Ask individual students what time they **get up, eat** breakfast, **go** to school, etc. Then using the clock, ask students about yesterday's activities. Choose a student to move the hands of the clock to indicate time of particular activities. Then have other students tell when they **got up, ate** breakfast, **went** to school, **came** home, and **went** to bed, using the clock to il lustrate.

Have each student select a picture from an adequate collection and create a short story about something that happened to the characters in the past. Certain verbs would have to be incorporated into the story for practice with irregular forms.





54

**42 Vocabulary Development**
**10 Basic**
**480 Verbs**

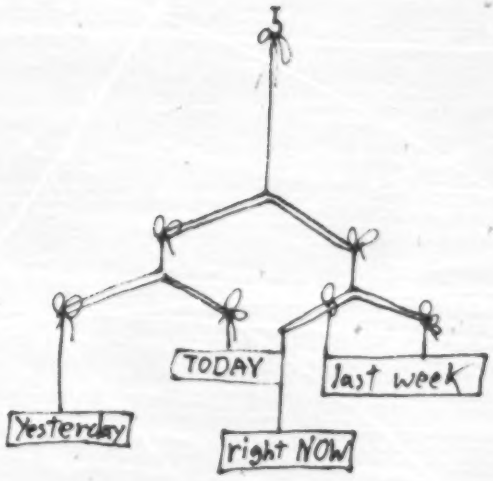
## What Am I Doing?

Small group, Basic

Organize the class into two teams and play a simple pantomime game. Have the students on each team take turns doing an action for the rest of the students to guess. When the action is identified, make certain that the entire group repeats the appropriate verb phrase. For example:
(First student pretends to throw a football)

Student 1: What am I doing?
Student 2: Throwing a ball.
Student 1: Yes, I'm throwing a ball.
Teacher: What's he doing?
ALL: He's throwing a ball

All students can do each action after it is guessed and describe the action together. For example:
All: We're throwing a ball.




**42 Vocabulary Development**
**10 Basic**
**480 Verbs**

## What Are They Doing?

Any size, Intermediate
Slides and slide projector
(or action pictures)

Show the group a series of homemade slides (or pictures) that depict people engaging in many different activities. As the pictures are shown a second time, have the students describe actions in verbal phrases. For example: The teacher asks, "What are they doing?" and the students reply, "riding bicycles, walking in the woods, playing football, etc." After the actions have been identified and the phrases practiced, have the students dictate a group story based upon the pictures utilizing the appropriate verb structure. For example: It's a beautiful day today. Some children are riding their bicycles, while others are

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Tell the story again, changing the present progressive to past progressive. For example: It **was** a beautiful day yesterday. Some children **were riding** their bicycles, etc.

**42 Vocabulary Development**
**10 Basic**
**480 Verbs**

## Yesterday, Today or Tomorrow

Any size, Basic
Mobile indicating past, present, future

Hang a colorful, three-part mobile from the ceiling that includes labels referring to past, present and future time. Have each student describe a present action (using either present or progressive form) while standing under "present time" mobile. Then have the student describe the same (or another) action in the past, moving to stand under the "past" mobile. Finally, the student describes a future action (using either **will** or **going to**)while standing under the "future" mobile. For example:

I walk to school every day.
Yesterday I walked to school.
Tomorrow I will walk to school, too.

HINT: As the student moves from mobile to mobile, he should get the feeling of time change.

SPG

**42 Vocabulary Development**
**10 Basic**
**480 Verbs**

## Going on a Trip

Small group, Intermediate
Suitcase

Have the students sit in a circle. Display a suitcase and say, "I'm going on a trip and I'll take a suitcase." Each student in turn repeats the model sentence and adds an additional item that will be taken on the trip. For example:

Student 1: I'm going on a trip and I'll take a suitcase and a camera.
Student 2: I'm going on a trip and I'll take a suitcase, a camera, and an umbrella.

HINT: The group should not be too large, or it becomes impossible to remember all the items. Having real objects or pictures on hand may be useful to help students think of appropriate items. Second-language students should be aware of the intonation pattern used when listing items in a series. For example: I'll take a suitcase, a camera, and an umbrella.

**42 Vocabulary Development**
**10 Basic**
**480 Verbs**

## The Senses Tell Us

Small group, Intermediate
Set of pictures showing facial expressions and actions

Hold up a picture in front of the group and model a short sentence that describes what is happening in the picture. Using leading questions, elicit responses from the students that utilize sense-related verbs and describe the feeling or action. For example:

Teacher: (model) Lupe is crying. She **looks** sad.
Maria is smiling. How does she **look**?
Student: She **looks** happy.
Teacher: Victor is shouting. How does he **sound?**
Student: He **sounds** excited. (or frightened, or angry, etc.)
Teacher: Mother is cooking dinner. How does it **smell?**
Student: It **smells** good. (or awful)

Having presented the students with the vocabulary items, (look, seem, appear, sound, taste, smell, feel) let them react to pictures, objects, actions or facial expressions with original sentences. Have picture on one side of card and sentence on reverse to be filled in.

He _____ .(looks sad)



56

**42 Vocabulary Development**
**10 Basic**
**500 Adjectives**

## How Does It Feel?

Small group, Basic
Large board on which various materials or substances have been attached

On a large board, place samples of objects and substances with various tactile properties, such as sandpaper, cotton, metal, liquid soap, face powder, brush bristles. Ask the children one at a time to describe how each substance feels, encouraging vocabulary expansion. For example:

Teacher: How does this feel?
Student: It feels bumpy.

(with student blindfolded)

Teacher: What does it feel like?
Student: It feels rough.

| | | |
|---|---|---|
| hard | dry | gooey |
| soft | wet | slippery |
| smooth | sticky | prickly |
| rough | furry | bumpy |

Have students compare two different materials. For example:

Teacher: Compare these two for me.
Student: This one feels softer than that one.

HINT: For younger students, put objects one at a time in a bag or box and have each student touch and describe them.

**42 Vocabulary Development**
**10 Basic**
**500 Adjectives**

## Description Game

Large/Small group, Basic/Intermediate
Several colorful, interesting objects

Divide the group into teams and have them form parallel lines. Present each team with an object. Have the first person on each team supply a descriptive word or phrase for its object, which the teacher records, then move to the back of the line. Keep the game progressing until the students have run out of descriptors. The team with the longest and most descriptive list wins.

When game has concluded, have each team compose, orally or in writing, a story about their object using the descriptive terms they had listed.

**42 Vocabulary Development**
**10 Basic**
**500 Adjectives**

## Picture Stories

Small group, Basic
Large picture showing action of interest to children,
chart for writing student responses

Display large, attractive pictures. Elicit descriptive words that refer to the senses, then compose oral sentences and finally an oral group story. For example:

Show a picture of a boy eating dinner.

Teacher: How does the soup taste?
Responses:

| | | |
|---|---|---|
| yummy | hot | awful |
| warm | salty | good |

Sentences: The soup tastes warm and good.
The meat smells yummy.
The dessert looks delicious.

Group story:

Eduardo was very hungry. His mother made some **hot** vegetable soup, etc.

HINT: Activity in the pictures should be easily discernible and relevant to the student's experience.

**42 Vocabulary Development**
**10 Basic**
**500 Adjectives**

## Which Student Is Taller?

Small group, Basic

Have two students of different heights stand in front of the group. Model a comparative sentence and have the group repeat. Select two other students and have a student or group of students create a new sentence of comparison. For example:

| | |
|---|---|
| Teacher: | (indicating taller of two students in front of group) Robert is taller than Jorge. |
| All: | Robert is taller than Jorge. |
| Teacher: | (After selecting two other students) Compare Alicia and Patty. |
| Student 1: | Alicia is taller than Patty. |
| All: | Alicia is taller than Patty. |

Extend activity to include qualities other than heights, such as length. for example:

| | |
|---|---|
| Teacher: | Here are two pencils. Compare the length of the two pencils. |
| Student 2: | The blue pencil is longer than the yellow pencil. (one) |

HINT: Apply comparisons to objects in the room.

**42 Vocabulary Development**
**10 Basic**
**500 Adjectives**

## Double Descriptors

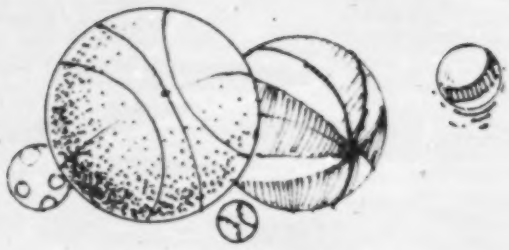
Small group, Intermediate
Well-known objects or pictures of objects

Have students sit in a circle with a box of objects in the center. Have each student, in turn, select an item and give a descriptive sentence using two adjectives. Give points for each original word chosen. For example:

| | |
|---|---|
| Student 1: | This is a **small, black** button. (2 Points) |
| Student 2: | This is a **brown, wooden** chair. (2 points) |
| Student 3: | This is a **small, thin** pencil. (1 point) |
| Student 4: | This is a **soft, red** scarf. (2 points) |

HINT: Other structures can be used, such as "I have ....", "I see a ...." , "I wish I had..."

58



**42 Vocabulary Development**
**10 Basic**
**500 Adjectives**

## Let's Compare

Small group/Individual, Intermediate
Three cans or boxes and collections of objectives of three sizes

Label two of the cans or boxes with "large" and "small" and leave the center one blank (or label it "in-between"). Make collections of articles that are alike except for their size. Place all items together on table or counter. Have students describe the sets of objects in terms of comparative size and place them in the appropriate container. For example:

Indicate two balls of different size (A and B) to an individual or small group of students and model the sentence, "This ball (A) is **smaller** than that ball (B)". Then elicit similar responses from the students as follows:

| | |
|---|---|
| Teacher: | Tell me about the size of these two balls (B and C). |
| Student: | This ball (B) is smaller than that ball (C) (one). |
| Teacher: | What about this ball (A)? |
| Student: | This ball is the smallest ball (one). |

This technique can be used with other pairs of modifiers, such as hard-soft, long-short. Mix the collections of objects once in awhile and have students sort them, telling why they are putting them in the selected categories.

HINT: Second-language students should be aware of appropriate stress patterns when using comparative structures. For example:

This ball is smaller than that ball.

**42 Vocabulary Development**
**10 Basic**
**500 Adjectives**

## Creative Comparisons

Any size, Advanced
Optional word or picture card

Give each student several words which could be made into a comparative statement. Words could be presented on cards or in pictures or given orally. Have each student create a sentence that uses the words given and makes a comparison.

| | |
|---|---|
| Words for student 1 : | Winter Summer Warm |
| Possible student response : | Summer is warmer than winter. |
| Words for student 2 : | Book Easy Movie Understand |
| Possible student response : | It was easier to understand the movie than the book. |

**42 Vocabulary Development**
**10 Basic**
**500 Adjectives**

## Which One?

Small group, Basic
Classroom objects

Line up several objects (such as books) on a table or chalk rail in front of the group. The objects should vary in color, size or some other characteristic. Model the desired response by pointing to one of the objects and say "This book is old." The students must understand that **this** refers to a near object and **that** implies some distance. Include plural forms **these** and **those.** For example:

| | |
|---|---|
| Teacher: | Which book is red? |
| Student: | **That** book is red. (pointing to the red book) |
| Teacher: | Which book is first? |
| Student: | **That** book is first. |
| Teacher: | Which books are small? |
| Student: | **Those** books are small. |
| | (Hand student the old book) |
| Teacher: | Which book is old? |
| Student: | **This** book is old. |



59

**42 Vocabulary Development**
**10 Basic**
**520 Adverbs**

## Telling How It's Done

Small group, Basic
Action pictures

Present a small group of students with a picture that shows action or emotion and elicit descriptive words. Encourage the students to describe **how** the action is being done. Have students take turns acting these **how** words out while the rest of the group tries to guess which word is being demonstrated.

**42 Vocabulary Development**
**10 Basic**
**520 Adverbs**

## A Silly Story

Small group, Intermediate/Advanced
Chart for recording student responses

Prepare in advance a short story about the group, leaving out all descriptive adverbs. (leave blank spaces). Elicit words from the students that describe "how" an action might be done and put into a list for all to see. Read the story aloud to the group inserting the descriptive words in the order listed regardless of "fit." Results will be hilarious. For example:

> It was 8:00 and time for class to begin. Maria and Elena walked ..... into the room and sat ..... at their desks. Martin ..... picked up his pencil and threw it ..... at Tom.

Possible list of adverbs:

| | | | |
|---|---|---|---|
| badly | slowly | quickly | sadly |
| sleepily | happily | carefully | easily |

Discuss why each descriptor is or is not appropriate in the context and what word would be better. Retell the story with new descriptors.

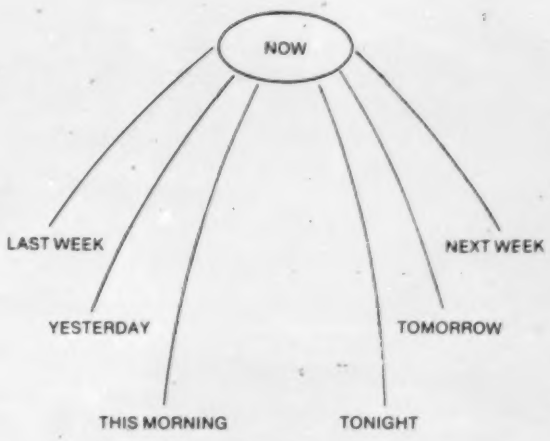
HINT: This activity would work equally well with adjectives being left out.

**42 Vocabulary Development**
**10 Basic**
**520 Adverbs**

## Telling When

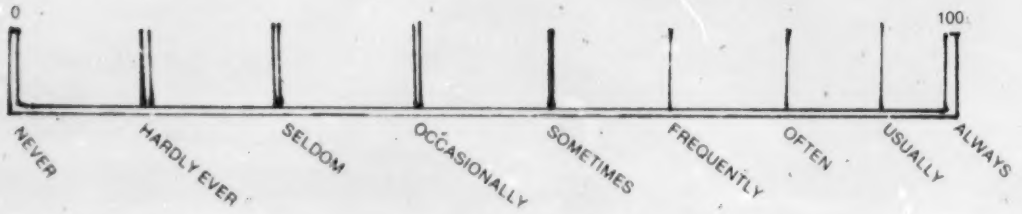
Small group, Intermediate
Representation of a continuum

On the blackboard or on large paper, draw a time continuum such as illustrated below. Have each student briefly relate a personal experience built around one of the time expressions on the continuum. For variety, let the students select the time frame sometimes. At other times, assign it.




HINT: Clock times and days of the week could be included in this activity as well as approximate times, such as **soon, recently, in a few days, a week ago.** For example:

| | |
|---|---|
| Teacher: | When did you go to the dentist? |
| Student: | I went to the dentist last month. |
| Teacher: | When will you go to the dentist again? |
| Student: | I will go to the dentist in six weeks. |




## 42 Vocabulary Development
## 10 Basic
## 520 Adverbs

### Telling How Often

Small group, Intermediate
Number line

Have students tell about personal activities, describing how frequently the activities are done. Utilizing a number line or some other device that represents a continuum, help students select appropriate expressions of frequency to convey intended meaning. For example:

Teacher: Describe how often you go to the movies.
Student: I frequently go to the movies, or I always go to the movies on Saturday, or
I hardly ever go to the movies.

HINT: This activity can also be helpful for practicing correct word order.

## 42Vocabulary Development
## 10 Basic
## 540 Prepositions

### Where Are We?

Small group, Basic/Intermediate
Pictures showing places and modes of transportation

Display pictures showing common places and modes of transportation to a small group of students. Have the students take turns describing the pictured location using prepositional phrases. For example:

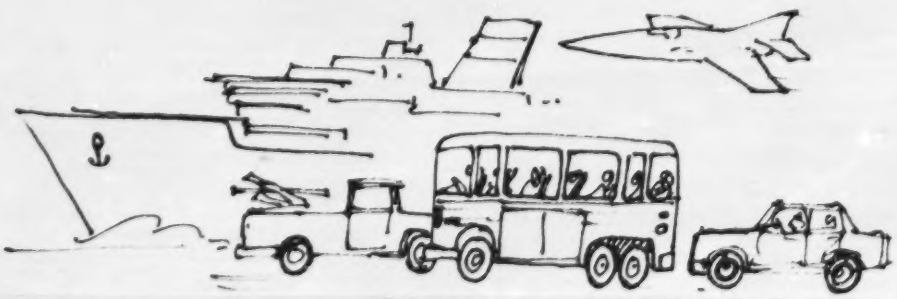
Teacher: (Holding up a picture) Where are we?
Student: We're **at** the airport.

| | |
|---|---|
| **at** the library | **at** home |
| **in** the car | **in** church |
| **on** the bus | **at** or **in** school |

For communicative practice, have students speculate on the whereabouts of an absent student. For example:

"Where could Jane be today?"

"She could be **at** the store."
"She could be **in** Chicago."
"She could be **at** the dentist's office."



**42 Vocabulary Development**
**10 Basic**
**540 Prepositions**

## Where Is It?

Small group, Basic
Table, small box, 2 objects

Gather a small group of students in front of a low table on which has been placed a small box and two common objects. Give individual students oral commands that tell them where to move the objects in relation to the box. For example:

Teacher: Put the pencil **under** the box.
Put the pencil **between** the box and the eraser.

Have students take turns being the one to give the commands.

Extend by moving the box and the objects around and having the students describe the position of each item in relation to the other two. For example:

Teacher: Where is the pencil?
Student: **On top of** the box.

**42 Vocabulary Development**
**10 Basic**
**540 Prepositions**

## Find Where It Is

Small group, Intermediate
Several common objects

Have the students close their eyes while one or several well-known objects are hidden around the room. Encourage the students to ask questions about the location of each object until all are found. For example:

Teacher: I have hidden the eraser.
Student 1: Is it **under** your desk?
Student 2: Is it **behind** the piano?
Student 3: Is it **on** the window ledge?

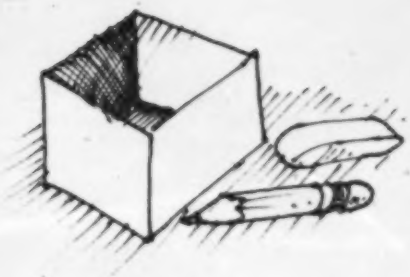
Extend by using tag questions. For example:

Student 1: It's **under** the desk, isn't it?
Student 2: It's **behind** the piano, isn't it?

Extend by using past tense. For example:

Teacher: I found the eraser. Guess where it was.
Student 1: Was it **in** the waste basket?

HINT: This activity could be done with teams.



**42 Vocabulary Development**
**10 Basic**
**560 Conjunctions**

## Your Choice

Any size, Basic
Common Objects

Display a number of common objects on a table in front of the group. Ask each student to choose two favorite things. Ask the students, one at a time, to describe their choices. For example:

Teacher: Which two things do you choose?
Student 1: I choose the dog **and** the horse.
Student 2: I choose the plane **and** the helicopter.

Give the selected objects to the students.

Have student complete sentence with reason for choices. For example:

Student: I choose the dog and the horse because I like animals.

Have students do similar activities using **or** instead of **and.**
For example:

Teacher: Which thing would you like?
Student: I would like the plane **or** the helicopter.

Give only one object to the student.

62

**42 Vocabulary Development**
**10 Basic**
**560 Conjunctions**

## The "BUT" Signal

Any size, Basic/Intermediate

Have two or three students stand in front of the group, and elicit descriptive sentences about each student. (These sentences may be written down if desired). Then put two of the sentences together to produce opposing ideas joined by **BUT.** For example:

Teacher: Elena is tall, **but** Jaime is short.
Student 1: Elena is a girl, **but** Jaime is a boy.
Student 2: Elena is wearing a red blouse, **but** Lisa is wearing a white one.

Extend by making second half of sentence a negative short answer. For example:

Student 3: Elena has long hair, **but** Lisa doesn't.

SPG

**42 Vocabulary Development**
**10 Basic**
**560 Conjunctions**

## Let's Go Shopping

Small group, Advanced
Collection of old toys, food packages, clothing items

Set up a store situation and have students alternate playing clerks and customers. Encourage students to use sentence structures which include various uses of conjunctions. Teach short dialogues if necessary to set the pattern. For example:

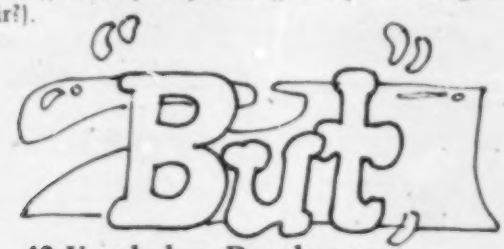
Student 1: What do you want to buy?
Student 2: I want some bread **and** some milk.

Student 1: Do you want white bread **or** dark bread?
Student 2: White bread.

Student 1: I want to buy a scarf.
Student 2: Do you like the blue scarf **or** the red scarf?
Student 1: I like the blue scarf **but not** the red scarf.



Have each student select something in the classroom as a secret object and give hints to the other students as they try to guess the secret. Suggest, as the students try to guess, that they ask questions relating to various categories such as **Use** (Do we eat it?), Color (Is it yellow?), Size (Is it as large as a chair?).




**42 Vocabulary Development**
**10 Basic**
**Vocabulary Review**

## Putting It All Together

Small group, Intermediate
Several interesting action pictures mounted on tagboard, markers

Select interesting action pictures and mount each one on the top half of a piece of tagboard. Draw several columns below pictures and label the columns: people, actions, colors, feelings, places. Display each picture and have students describe what the picture is about. Help students break down the sentences and list components in appropriate columns. Then have the students orally combine the listed vocabulary items into new sentences. For example:

FALL PICTURE OF
LEAF - RAKING

| | | | | | |
|---|---|---|---|---|---|
| BOY | RAKING | TREE | YARD | RED | HAPPY |
| GIRL | PLAYING | LEAVES | STREET | ORANGE | TIRED |
| DOG | RUNNING | RAKE | GROUND | BROWN | |
| | WATCHING | COAT | | SMALL | |

The girl was raking leaves in the yard.
The leaves were red and yellow
The boy was playing with the brown dog.
The dog ran into the street.

Compose a group story about the picture.

## 20 EXPANDED

580 Categories

600 Synonyms

620 Antonyms

640 Multiple - Meaning Words

660 Figurative Language



64

**42 Vocabulary Development**
**20 Expanded**
**580 Categories**

## Making a Salad

Small group, Intermediate

Choose a category related to preparing a meal, e.g. making a salad. Begin the activity by telling the students to choose a word from this category to complete the sentence . . . . "When someone makes a salad, they put _____ in it." Have each student offer a suggestion of something they usually put in a salad. Record the list on the chalk board or on a piece of chart paper. After students have finished giving suggestions, each student should be asked to choose words from the list to make an individual salad containing favorite ingredients. Have students give the ingredients for their favorite salad.

HINT: Check with cafeteria personnel about making salads in the classroom.

**42 Vocabulary Development**
**20 Expanded**
**580 Categories**

## Category Game

Small Group, Advanced

Choose a topic suitable to the interests of older students. For example:

"When playing baseball we need to

have _____

**or**

"When making a clay pot we need _____.

**or**

"To prove if water expands when frozen we would need what equipment?"

HINT: Any type of science experiment which students have recently completed could be used to serve a review in technical vocabulary.

**42 Vocabulary Development**
**20 Expanded**
**580 Categories**

## What Is It?

Any size, intermediate

Have each student select something in the classroom as a secret object and give hints to the other students as they try to guess the secret. Suggest, as the students try to guess, that they ask questions relating to various categories such as Use (Do we eat it?), Color (Is it yellow?), Size (Is it as large as a chair?).

**42 Vocabulary Development**
**20 Expanded**
**600 Synonyms**

## Guess the Answer

Large/small group, Intermediate

Make riddles for words which are spelled the same but have different meanings (homographs). Challenge the students to guess the answer to the riddle. Choose words such as **train, saw, run.** For example:

"I am thinking of a five letter word which would take me on a long trip and follow a bride gown the aisle". (train)

"I am thinking of a word which is useful when building a house and something we did yesterday with a film." (saw)

HINT: This activity could then become student-centered by having students develop a challenge riddle to bring to the class.

**42 Vocabulary Development**
**20 Expanded**
**600 Synonyms**

## Long, Long Words

Any size, Intermediate/Advanced

Challenge the students to think of synonyms or for long, funy sounding words such as **antidisestablishmentarianism, oxymoron, perspicacious.** Have the students either consult a dictionary or other students, adults at home and school to compile a master list of synonyms for these long or funny words. Discuss the lists with the students.

Challenge the students to bring to class a long or funny sounding word they have researched and want to try to stump the class.

**42 Vocabulary Development**
**20 Expanded**
**600 Synonyms**

## Are These Pictures Alike?

Individual Intermediate/Advanced
Maganizes, picture file, large sheets of tagboard or brown wrapping paper

Have the students create individualized collages with pictures to illustrate synonyms for a key word, e.g. **run.** Help them locate pictures showing animals or people involved in an activity which is a synonym for run, e.g., dash, sprint, race, charge.

Talk through their choices with the students and, if they feel comfortable, have them present their collages to the entire class.

HINT: Vary the level of this activity by raising the vocabulary level of the key words.

**42 Vocabulary Development**
**20 Epanded**
**620 Antonyms**

## Think Fast

Large/Small group, Intermediate/Advanced

Explain that this game begins with one student becoming the leader, choosing a word, and calling it out, e.g. **hot.** Have the other students then try to "**think fast**" and call out a word which means the opposite of **hot,** e.g. **cold.** Have the student who called out "**cold**" become the new leader of the game, choosing a new word and calling it out. Encourage the students to choose more difficult words as the game continues. (The teacher could take a turn occasionally to demonstrate).

Vary the word difficulty to fit level of students.

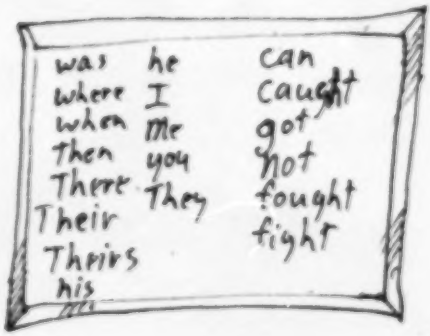
Choose categories of words taken from other classroom activities, in science (e.g. sunny-cloudy), social studies (democracy-dictatorship); math (add-subtract).

**42 Vocabulary Development**
**20 Expanded**
**620 Antonyms**

## Word Pictures

Individual, intermediate
Magazines, picture file, glue, scissors, large sheets of tagboard or brown wrapping paper

Use two (2) sheets of paper, one with a key word printed on top, the other with the opposite of that key word printed on top, e.g. Big, Little or Happy, Sad. Have the students cut and paste pictures to illustrate the word pairs. Encourage student volunteers to present their pictures and word pairs to the entire class, telling why they chose each picture.




**42 Vocabulary Development**
**20 Expanded**
**620 Antonyms**

## Word Collage

Any size, Advanced
Magazines, glue, scissors

Raise the level of Word Pictures by having students cut out pictures and make a collage to illustrate antonyms. The vocabulary level of the word pairs should be more difficult at the Advanced Level (e.g., fact-fiction; affluence-poverty.

Extend by using newspapers.

HINT: Have students bring in magazines.

**42 Vocabulary Development**
**20 Expanded**
**640 Multiple-Meaning Words**

## Double Duty Words

Any size, Intermediate
Pictures of double duty words

Present the students with words that have a specific meaning in a familiar context such as the supermarket. Choose words which have other meanings in different contexts. Supermarket language is a good starting place. For example:

Chicken, chips, relish, dressing, produce, roast

Discuss the meaning of these words in the context of a visit to a supermarket. Then, present pictures of these same words in a different context and discuss how each of these words had "double duty."

Have the students contribute "double duty" words and bring in pictures to illustrate multiple-meanings.

**42 Vocabulary Development**
**20 Expanded**
**640 Multiple-Meaning Words**

## Double Duty Words

Large/Small groups, Advanced
Job Applications

Present various kinds of words taken from job applications which have a specific meaning in that context. For example:

single, model, dependent, grade

Discuss the specific meaning of each double duty word in the context of completing a job application. Then change the context by providing the students with other meanings of one of the double duty worlds. Ask the students to spend some time during the week finding multiple-meanings for each word and to bring examples to class toward the end of the week. Discuss the mutiple meanings for the words of the week with the students.

Students could bring in additional words which do double duty from additional job applications, restaurant menus, drugstore visits, vocational classes.

**42 Vocabulary Development**
**20 Expanded**
**640 Multiple-Meaning Words**

## How Many Meanings?

Individual, Intermediate/Advanced
Magazines, picture file, large sheets of tagboard or brown wrapping paper

Have the students create individual collages with pictures to illustrate the multiple-meanings of a key word, such as **back.** Help the students locate pictures illustrating the many meanings of **back.** Use a dictionary as a reference. Talk through each meaning with students.

Vary the level of this activity by raising the vocabulary level of the key words.

**42 Vocabulary Development**
**20 Expanded**
**660 Figurative Language**

## Exaggerated Words

Large/Small groups, Intermediate

Introduce the term "exaggeration" and discuss with the students any exaggerations you have heard them use recently. Ask the students to listen to you or anyone else on the school staff during the school day and see if they can spot any exaggerations. For example:

"I am dead tired right now!"
"You've been talking all day, John. Please stop it."
"There must have been a million ants at the picnic."

Discuss with the students that while these exaggerations are not literally applicable, they clarify what a speaker means very quickly and vividly.

HINT: Students could draw some of the exaggerated phrases or cut out pictures illustrating the exaggerations for a bulletin board.



67

**42 Vocabulary Development**
**20 Expanded**
**660 Figurative Language**

## Hype in Advertising

Large/Small group, Intermediate/Advanced
Newspaper and magazine advertisements

Help students understand the term "hype" in advertising by using words from advertisements which illustrate a "hard sell ad". Words such as "sensational savings", "one time only", "unbeatable bargain" often appear in ads. Bring these advertisements to class for general discussion. Then, have students locate their own ads and bring them to class to create a bulletin board of exaggerated words. As an extension of this activity, the televison and radio ads could also be used.

**42 Vocabulary Development**
**20 Expanded**
**660 Figurative Language**

## Wise Sayings

Large/Small groups, Advanced
Construction paper, drawing pencils or cra
yons

Introduce a common proverb to the group an
discuss its literal and figurative meaning. Have th
students collect proverbs they hear and bring them
to school. Discuss each proverb's meaning and as
students if its meaning relates to anything they di
during the week. For example:

Haste makes waste.
Count to ten before you speak when you ar
angry.
Two heads are better than one.

Students could also be encouraged to draw situa
tions depicting a proverb literally (e. g. two heads
are better than one).